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ABSTRACT

A series of high-interest, low English-language-learning-level stories developed for adult students of English as a second language are combined as a soap opera for classroom use. An introductory section outlines techniques for presentation of the texts on tape and in written form and for exercises in listening, making inferences, reading, and discussion. Suggestions are made for creative group follow-up activities. Each unit includes one story and a student worksheet with exercises for story comprehension, communication, grammar, vocabulary development, practice with idioms, discussion, and composition. The grammar and communication exercises are indexed, and lists of unit vocabulary items and idioms are appended. (MSE)

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Preface

Have you been searching for dynamic material for reading, for listening, for provoking discussion in and out of class?

I also looked for a long time for suitable high-interest, but low-English-language-learning-level stories. I wanted stories which would allow my adult ESL students to identify with the fictional characters, and which would give the students some desire and some outlet to use their own varied social, cultural, and economic experiences.

Finally, I wrote the stories.

What is more interesting to people everywhere, regardless of educational background, political or religious beliefs, or even language family, than the relationships between men and women, parents and children, neighbors and friends?

Life, as we all live it, is the subject of this ESL soap opera.

Introduction

A. Listening and Making Inferences — Using the tapes.

The listening tapes of *Keeping up with the Joneses* contain a transcript of Units 1 through 15. Most of these units are quite short and are made up of two or sometimes three people talking.

When students are given the text, after they have listened to the tapes, they will be able to read the situations out of which the tapes have been made.

I suggest that students listen to an individual unit on the tape once or twice, depending on the English language ability of your group, and then draw as many inferences as possible from the material they have just heard.

In pairs, triads, or small groups, students could speculate, suggest, and discuss possible answers to such questions as:

- Who are the people speaking?
- What is the relationship between the people speaking?
- How does person A feel about person B?
- How does person A express his or her feelings towards person B?
- How does person B feel about person A?
- How does person B express his or her feelings towards person A?
- Give some evidence to support your answers to the previous questions.
- Where is this situation taking place?
- At what time (of day, of the year) does this dialogue take place?
- Give some evidence to support your suggestions about place and time.
- What do you think happened just before this dialogue took place?
- Give some suggestions about what might happen following this dialogue.

Later, as students read the text themselves, they will be able to confirm their predictions, or readjust them, with some ideas from you as to why their inferences may not have been entirely accurate.

The tapes have been produced to show the way people actually speak English. This reality includes dropped word endings, reduced vowels, and a variety of speech habits that ESL learners may not find familiar. Teachers may want to indicate to students the differences between these modes of English and more standard speech and writing patterns.

Because the text is printed in the form of a play, students can themselves act the roles in a classroom setting, thereby providing practical experience in speaking conversational English.

B. Reading, Exercises, and Discussion — Using the written text.

No two classes anywhere are alike. This fact is especially true in ESL classes. You, the teacher, will probably find ways to use this material that I, the writer, never imagined. However, I would like to outline briefly my own method of using ***Keeping up with the Joneses*** and to make some suggestions for follow-up activities.

Each unit can conveniently be broken into four or five (or more) fifty- to eighty-minute periods to use daily, or to stretch over a two-week period, depending on your students' English abilities, your own class cycle, and your school schedule. In this way the whole book could be used intensively and completed within a semester, or used in many shorter class sessions and continued throughout most of a school year.

Day 1.
As outlined previously, I suggest that Day 1 should be for listening and related discussion only. The written text is introduced on Day 2. In classrooms where time is very limited, such as in adult night school, the text reading might be assigned as homework, so that students can come to class prepared to discuss the issues.

It is at this point that I think teachers will need to draw students' attention to the differences between the spoken dialogue that they have heard and the written form that they are reading. In pairs, or threes, they might practise speaking the lines of Janet and Richard and the other characters, while trying to reproduce natural Canadian speech patterns, including contractions, elisions, and especially those stress and intonation aspects that so many students find difficult.

One of the reasons that this material is written in the form of separate, discrete sections is that attendance in my adult ESL class is somewhat erratic. On any given day, the group working with "the Joneses" may not be the same group that worked with the material in the previous session. In my class, students who, for example, did not listen to the dialogue on Day 1 could do so on Day 2, while others are reading, and those who miss the reading on Day 2 can pick it up on Day 3, when the rest are working on exercises. Or the reading can be done at home as suggested earlier, as can some or all of the exercises. In this way, even if students are present for only two or three days of a five-day unit cycle, they can still participate in most of the activities. The same concept holds true from unit to unit as well. It isn't necessary to have read unit 1, in order to enjoy unit 2 or 3. In programs like my own where students may begin classes almost any day of the school year or, conversely, leave the school at any time, ESL learners can plug into the story at any point from units 1 to 15.

Day 2.
This period includes actual reading of the text. I always suggest that students *not* use dictionaries during the first reading. They circle words or idioms that they are unfamiliar with, and are encouraged to guess at meanings whenever possible. If time allows, fast readers may be able to look up some vocabulary prior to the question period, but slow readers will have to find the opportunity to do this at some other point in the day, or at home later. Very often the meanings of words become clear during the questioning, and students are always free to ask me about specific items.

I do *not* question my students about their comprehension after reading. I know that the questions following will do so thoroughly enough to guarantee understanding. However, following the reading and before they see the written questions, I ask the students to make up in writing three or four questions *of their own* to ask the others in the group. This is not an easy task! At first, student questions will be poorly worded, too simple or too complex. The second difficult task is for them to ask and answer each other. Generally, students have been trained to answer only, and to answer "teacher questions." They often don't listen carefully (or at all!) to each other. The student questioner will look at you, the teacher, when asking a question, and all the others will also look at you for a "translation" of that question: into correct English or clear pronunciation. *It is very hard to sit still and say nothing!* However, if you do, students will be forced to ask for repetitions or for clarifications. They will correct question form themselves. Several will give different answers to the same question. Someone may complain that the text does not answer such a question. The questioner will be asked to provide an answer, or to look for evidence in the reading. At first this is a slow, frustrating, but very worthwhile exercise. Within a few units, however, the students will have developed some proficiency in preparing and discussing their own questions. They may be able to conduct most of this question-and-answer task on their own with only occasional guidance from you.

Following this oral interaction, the prepared comprehension questions may be used to ensure that the important points have been covered. Of course, the teacher can ask the questions and different students can respond. Instead of this method, or in addition to it, students can write answers to the questions, either some or all of them, depending on the time element. Another suggestion is to have a student, or students, act as questioners while others respond. A final idea is to let students work in pairs, taking turns to ask each other and answer the prepared questions on comprehension.

Day 3.
On Day 3 students tackle the exercises. Often I allow my students to choose two exercises from the grammar, vocabulary, and idiom sections, with the third exercise to be completed at home or whenever

students have free time. I usually mark the exercises myself. Whenever there is a problem with a particular item, or one that several students have been confused about, I try to take up the exercises with the group so that they can all see and hear the best responses that others in the group have made. In fact, students often enjoy taking up an exercise together and may ask questions to clarify some misunderstood points.

Day 4.

Day 4 is discussion day. For this mostly oral exercise I include everyone who has listened to the tape and/or read the text, even if those people have done no exercises or prepared no questions of their own. Adult or high-school students' own background experiences are far more useful here than any preparatory material. In my classroom, the students discuss the questions following the exercises in pairs, or in threes. One will act as recorder, putting down in point form the different ideas given. Some of the discussion questions overlap those of comprehension, but most are broader in scope and ask for much more input of students' opinions and experiences. They ask students to infer, to suggest, and to predict. They ask students to come to a conclusion about controversial issues. I suggest that each pair or group make an attempt to reach a consensus about such issues, and be prepared to argue their points of view within the larger group. When students have had an opportunity to discuss each assigned question, the whole group will meet to talk over the points raised. There are some factual items you may choose not to discuss again here, but in every unit are broader concepts that, I hope, students will wish to express strong opinions about.

One way to increase real communication in this area, and also to avoid repetition, is to create an information gap among the different discussion groups. If one group talks over and reaches a conclusion about question #1, for example, or more than one question depending on the size and number of the groups involved, while other groups debate questions 2 and 3, then each group can relate their problems) and previously decided consensus to the other groups. At that point, the listening groups can offer their own suggestions, try to reach their own consensus, and tell it to the relating group. Then a different group will take a turn presenting material that they have discussed, with response from the first group, and so on.

Day 5.

Composition is the topic for the last day of a unit cycle. Some classes may choose to omit this section, while others can assign composition topics for homework. Some of the composition subjects are simpler than others; some require considerable time and effort. It is possible to work on some of the composition subjects orally, rather than in written form, especially in classes where literacy is a problem.

Recently I have adopted a different strategy when dealing with students' compositions. I do not mark up their papers or books with red pencil marks. I do not attempt to correct all errors each time. All the students have a cassette tape, and on this tape I talk to the student about his or her composition. Sometimes I read the work that the student has written in a natural English form, so that the student can both see and hear where his or her English differs from mine. Other times I discuss certain points, generally structural ones, such as omission of articles or inappropriate verb tenses. Students can listen privately to the tapes at school, or take them home to listen to at their leisure.

As I noted earlier, I'm sure that you, the ESL teacher, will find other ways of presenting *Keeping up with the Joneses*. The above are merely suggestions that I have tested and found suitable in the classroom.

C. Suggestions for Follow-Up — Creative Classroom Activities

The following are some ideas for creative follow-ups to soap-opera ESL:

- Picture stories, including real photographs cut from magazines, newspapers, or catalogues with written captions supplied by the students showing some aspect(s) of soap-opera drama.
- Cartoon episodes drawn and written by students showing soap-opera life situations.

- Skits presented "live" to other groups or classes involving Janet and Richard Jones.
- Taped "radio" dialogues presenting soap-opera episodes for other students to listen to.
- Video-recorded "television" soaps where students can speak and act the different parts of the personalities involved.

Any of these suggestions might include some in- or out-of-class observation of current, on-going televised soaps that are available in the afternoons or evenings, from which students could draw both situations and characteristics for their own productions. All of the above ideas could, of course, use the existing stories about the Joneses, or these could be expanded by students to include new circumstances and new problems.

Finally, I hope that whatever your ESL class level (excluding total beginners in English, though), you will find this "soap" usable in some form. Intermediate and advanced classes or groups, large or small, are my primary targets. But whether your students are adults or teens, mixed or streamed, learning English for everyday use, university study, or special purposes, they all have personal experiences and opinions they can bring to bear on real life situations.

Maybe, in this way, we can make learning English more meaningful and, above all, more *fun*.

UNIT 1:
A Ride in the Rain

Janet Jones was on her way home from the supermarket. She was pushing little Ricky in the stroller in front of her. He was twisting and turning in the seat, and before they were half-way home Ricky started to fuss. Janet glanced at her watch. 11:30. "No wonder the baby's fussing," she thought to herself. "It's almost his lunch-time. And he's probably ready for a nap, too. He was awake so early this morning!"

At that moment it started to rain, and Ricky changed from making quiet, little noises to a full-scale howl. Janet looked around. This was her street, but she and her husband, Richard, lived at #740, at least two blocks from here. She didn't know any of the people who lived on this part of the street. And she didn't have an umbrella. It was raining hard now. Ricky was screaming. The bag of groceries she had bought was getting heavier and heavier.

Just then a car pulled over to the curb. The window on the passenger side slid down, and a man's voice called:

Jack: Want a lift, Jan?

Janet's mind flashed, "Now, who is that? He knows my name. He must be someone I know." She stepped nearer to the road to take a look at the driver of the car. It was dark inside. Janet couldn't clearly make out who was in the driver's seat, but she thought it was Jack Anderson, one of the salesmen who worked for the same company as her husband.

Janet: Sure. You're a lifesaver. But can you get this stroller into the car?

It really was Jack. He popped out into the rain.

Jack: No problem. Pick him up, will you?

He motioned towards the baby. Within half a minute Jack had collapsed the stroller, pushed it into the back seat, and opened the car door for Janet. Ricky had stopped shrieking the minute his mother picked him up.

Jack: Get in. Get in. Hurry up. I'm getting drenched.

Jack laughed as Janet manoeuvred into the front seat with the baby on her lap and the groceries on the floor by her feet.

Jack: Where are you heading?

Janet: Oh, we're going home for lunch. That's why Rick was making such a racket. He's probably starving. We live just down the street here. Not very far. Except I forgot my umbrella this morning. *(Pause)* There! We live in that two-storey house across the street. The one with the white trim. The front door is red.

Jack: Number seven-four-o?

Janet: Yeh. We live upstairs. It's a duplex.

Jack: Okay, where can I park?

Ricky started to whine again as the car stopped and Janet worried to herself, "Why does he want to park here?" As if in answer to her unspoken question, Jack declared:

Jack: I guess I'll help you upstairs with the bag and the stroller and the kid and all.

Janet: Oh thanks. That would be great.

Janet felt foolish. Jack hoisted the stroller under his arm and picked up the groceries in his other hand before he asked casually:

Jack: Does Richard usually come home for lunch?

Janet: No. Not often anyway.

They climbed the stairs silently and Janet unlocked the door. After he had deposited the bag on the counter, Jack stood in the kitchen looking around and said:

Jack: This is a nice place.

Janet: Would you like a cup of coffee?

Jack: Yes. I'd love one, if it's not too much trouble.

Jack had made no move to leave and Janet thought she should ask him after he had been so nice to her and the baby. Jack plunked himself down on one of the chairs as though he were prepared to stay all afternoon.

STUDENT WORKSHEETS

A. Story Comprehension

Answer the following questions in sentences.

1. How was Ricky behaving on the way home? (Describe two things he was doing.) Why? Where had they been? What time of day was it?

____

____

____

2. What three problems did Janet have at the beginning of this story?

____

____

____

3. Why did Janet think the man in the car knew her?

____

____

____

4. Give three reasons why Janet decided to get into Jack's car.

____

____

____

5. What did Jack do with the stroller?

6. Describe three things about Janet's house.

7. Why did Jack park the car?

8. Why do you think Janet felt first worried, then foolish?

9. Why did Janet offer Jack a cup of coffee?

10. **Write two or three sentences to tell what you think is going to happen next in the story.**

____

____

____

B. Grammar

must be = conclusion

Find the place in the story where Janet says,
"He knows my name. *He must be someone I know.*"

(a) Answer the following questions:

1. Does Janet really know that the car driver is acquainted with her?

____

2. When she says, "He must be someone I know," Janet really means (a) I'm sure (b) I think he is someone I know.

____

3. What are the reasons that make Janet think she knows the driver?

____

____

____

MUST BE states a conclusion, something someone thinks is true because of some particular reason(s).

(b) Make some must be statements: for example, It's 12 o'clock. *You must be hungry.*

1. Harry has worked hard all day. He ______________________ (tired)
2. Mary came in with a wet umbrella. It ______________________ (raining)
3. Everyone is wearing shorts today. It ______________________
4. The dog is barking. It ______________________
5. The baby is crying. She ______________________
6. Bill's father just died. He ______________________
7. I can't find our cat in the house. She ______________________
8. I'm starving. It ______________________.

(c) Write the reason(s) that led to the must be conclusions: for example, *Bob is wearing his winter boots.* It must be snowing today.

1. ______________________________ It must be cold outside.
2. ______________________________ George must be very happy.
3. ______________________________ Susan must be angry.
4. ______________________________ Arthur must be sick today.
5. ______________________________ They must be late for school.
6. ______________________________ The boys must be working.
7. ______________________________ Frank must be doing the dishes.

C. Vocabulary

Vocabulary exercises are to be done first *without dictionaries.*

(i) Use sentence clues to place words in sentences.
(ii) Analyse the remaining words. Are they nouns, verbs, etc.?
(iii) Look up the *few words left* in your dictionary.

Write the correct words in the following sentences:

1. A house with an apartment upstairs and downstairs is a ______________________.

2. The baby was ______________________ because he was hungry.

3. Joe has a bicycle that can be ______________________ and put into a car.

4. She didn't want to carry a lot of money so she ______________________ it in a bank.

5. Can you give me a ______________________ to the subway in your car?

6. I forgot my umbrella and was ______________________ in the heavy rain.

7. The ______________________ on my house is blue, but I may repaint it this year.

8. Where are you going, John? I'm ______________________ for the Eaton Centre.

9. I forgot to eat lunch and so by four I was ______________________.

10. To get to my house, walk two ______________________ north, then turn right.

11. The students ______________________ the story, looking for the information.

12. The thief __________ walked over to the bank teller and said, "Give me all your money."

13. A sailboat ______________________ slowly along the shore, looking for a harbor.

14. During the storm, thunder rolled and lightning ______________________.

15. If you put the baby in the ______________________ instead of letting him walk, you'll be able to get to the store more quickly.

16. Small children usually have a ____________________ for about two hours every day.

17. The teacher ___________________________ that the students would have a test soon.

18. The government has begun a ___________________ economic unemployment program.

19. Children often ________________________________ when they are tired or hungry.

20. Be careful when you reach the ___________________ because of the parked cars there.

stroller
lift
shrieking
duplex
fuss
flashed
drenched
declared
nap
collapsed
heading
casually
full-scale
cruised
starving
deposited
blocks
trim
scanned
curb

D. Idioms (* means the idiom is separable)

The following idioms occur in the story. Find each one in the story. Try to figure out what each idiom means as it is used in the story.

(a) Match each idiom with one of the meanings:

on one's way
look around
at least
heavier and heavier
take a look at
* make out (make it out)
* pick up (pick it up)
make a racket
no wonder

— it's not a surprise
— look at (something), usually quickly
— (something) weighed more and more
— see and know
— make a lot of noise
— going someplace in particular
— a minimum of
— lift with the hand or fingers
— look in all directions

(b) on one's way

Notice that the possessive form changes with the subject; for example Jack was on *his* way, but Janet was on *her* way home.

Complete the following sentences:

(i) The children were on ______________________ way to ______________________.

(ii) You were on ______________________ to______________________.

(iii) I'm on ______________________ to ______________________.

(c) heavier and heavier

This pattern using two comparative forms to give the meaning of *more and more* can be used with any adjective. For example, She grew taller and taller.

Complete the following sentences.

(i) The fat man went on a diet and became ______________________.

(ii) The music got ______________________.

(iii) After the sun came up, the day became ______________________.

E. Discussion

Work with a partner or in a group. Discuss the questions below. Try to reach a consensus (decision) with your partner or group before you discuss the questions with other groups.

1. Getting a ride with someone you don't know well, or at all.

   (a) Give three reasons why someone might accept a ride with a stranger.

   (b) Give some reasons why someone might *not* accept a ride with a stranger.

   (c) What would you tell a child about riding with a stranger?

   (d) Is getting a ride more dangerous for some people than for others? Who? Why? What might happen?

   (e) Can giving someone a ride be dangerous for a driver? What might happen?

   (f) What's your opinion about hitchhiking? Is it alright sometimes? When? For whom?

2. Inviting someone into your home.

   (a) Give three reasons why you might ask someone you don't know well into your home.

   (b) What are some reasons why this may not be a good idea?

   (c) If you invite someone in, what do you expect them to do? What is the role of the guest?

   (d) What are some things a guest might expect you to do? What is the role of the host?

3. Sometimes you invite a person because you feel you owe them something.

   For example, She invited her cousin to dinner in her new apartment because he had helped her move. Describe three other situations where we do things because we feel we *owe* something to someone:

4. Can you guess what might happen next in this story?

   (a) Why do you think Jack really gave Janet a ride?

   (b) Why do you think Janet really accepted the ride from Jack?

   (c) Why did Jack offer to help Janet upstairs?

   (d) Why did Jane offer Jack a cup of coffee?

20

F. Composition

Write a short paragraph of six to nine sentences to describe the place where you live now. Describe it from the outside so that a stranger could recognize it. Remember — size, color, shape, special features such as a tree in front, and so on. Look back in the story to see how Janet described her house to Jack.

UNIT 2:
News

Jack Anderson was thinking to himself as he sipped his coffee, "What an attractive woman Janet Jones is! But I wish that brat would shut up for a while." Ricky wasn't crying now. He was making pleased, gurgling noises while his mother spooned his lunch into him. The rain had stopped, and outside the kitchen window the sky was clearing. Jack stretched out his long legs and asked Janet:

Jack: Jan, what do you usually do all afternoon, here by yourself?

Janet: I'm not really by myself, you know. Ricky's here with me, though he has a sleep for about two hours. But I can't go out and leave him.

Janet wondered all the time what was coming next.

Jack: Well, I'd like to talk to you, but I can't concentrate when the kid's hollering. Maybe when he's asleep it'll be quieter. Is it okay if I stick around for a bit?

Janet: Sure. I guess so.

Janet took Ricky into his bedroom to get him ready for his afternoon nap. When she came out of the bedroom, Jack was in the living room with the TV on. He was watching a soap opera called "The Way of the World."

Jack: Come over here and sit down for a minute.

Jack called as Janet started to clear the cups and plates off the table. Janet walked over to the chesterfield and sat down, but not too near Jack. She was a slim woman, about twenty-four years old, with brown hair and brown eyes. Jack turned to her:

Jack: What's the matter? Are you scared of me, or something? I won't bite you. Come sit over closer, so we can talk.

Janet slid along the couch a little bit. Jack was an attractive man in his early thirties with dark hair, worn long, and a small mustache. He put his arm along the back of the couch. His fingers came close to touching Janet's shoulder.

Jack: You know, Rick's always talking about you at work. He tells everyone how pretty you are. And what a good cook you are. And a good mother to Ricky. . .

While he was speaking, Jack let his hand move down onto Janet's arm. Janet was thinking, "Oh no. He's going to try to kiss me or something. What am I going to do?" Interrupting Janet's thoughts and Jack's flattery came the sound of the door banging downstairs and footsteps loud on the stairway. Jack's arm moved by itself up and over the back of the couch, out of sight.

Richard: You home, honey?

Richard Jones strode into the room. He was a plain young man, with regular features and light hair. He was wearing a grey business suit. He had the air of someone who was confident and sure of himself in most situations.

Richard: Who's that? Oh Jack. Nice to see you. How come you're here?

Richard didn't seem too surprised to see another man in his living room. Janet began to explain.

Janet: Well, it started to rain suddenly, you see, and I didn't have my umbrella. . .

Jack: *(cutting in smoothly)* I happened to be in the neighborhood, and saw Jan out in the rain with Ricky, so I offered them a ride. We were just chatting, but now you're here to keep her company, I guess I'd better get back to the office.

With that, Jack rose from the chesterfield and lazily waved his hand in Janet's direction.

Jack: We'll finish our talk some other day, eh Jan? And thanks for the coffee.

Jack disappeared out of the doorway. Richard turned to his young wife:

Richard: What the heck was that all about? I don't trust that guy. He's not married, you know, and he has a new girl friend every time you turn around. You'd better be careful when he's around. Oh, I forgot! The reason I'm home early. Do you remember I applied for that job as an accountant with the MacPherson Corporation? Last month, or so? Well, I got an answer today. If we're willing to relocate, they'll give me the position. It'll mean moving to Toronto. What do you think, hon?

Janet looked at him for a moment, then burst into tears and cried:

Janet: Oh no, Dick!

STUDENT WORKSHEETS

A. Story Comprehension

Answer the following questions in sentences.

1. How did Ricky eat his lunch? Why did he eat this way?

____

____

____

2. Why did Jack say that he wanted to stay for awhile?

____

____

____

3. Where did Jack want Janet to sit? Why? Where did she finally sit?

____

____

____

4. Write one or two sentences to describe either Jack or Janet?

____

____

____

5. What kinds of things did Jack speak to Janet about? Do you believe the things he said? Give a reason for your answer?

6. What did Janet think Jack was going to do? What made her think this?

7. Did Jack actually do anything besides touch Janet's arm? Why not?

8. How did Richard react when he saw Jack in his living room?

9. Why did Richard come home early?

10. Was Janet pleased with Richard's news? How do you know?

B. Grammar

Jack was thinking as he sipped his coffee.

Notice the use of the two verb tenses to show that a short completed action (x) occurred when another long action (∼∼∼∼) was still happening.
For example, The accident happened when I was walking.

1. Complete the following sentences using the verb tense in the examples above:

(a) A glass smashed in the sink when ____________________

(b) The dog scratched at the door when ____________________

(c) My pencil broke ____________________

(d) Bobby fell down ____________________

(e) Her watch stopped ____________________

(f) The rain started ____________________

(g) The pen ran out of ink ____________________

(h) The sun rose ____________________

(i) The wind began to blow ____________________

(j) The car stalled ____________________

2. You may rearrange the parts of the sentence so that the past continuous tense comes first followed by the conjunction and the past tense.
For example, She was working at her desk when the doorbell rang.

Complete the following sentences using the *past tense:*

(a) Alice was digging in the garden when she ____________________

(b) John was walking across the street when ____________________

(c) The children were playing basketball ____________________

(d) You and I were going to a show ____________________

(e) The students were writing a composition ____________________________________

(f) Margaret was sitting in the sun at the beach ________________________________

(g) Mary and Susan were babysitting ______________________________________

(h) The babies were sleeping ____

(i) The teacher was drinking her coffee ____________________________________

(j) Billy was bouncing his ball ____

C. Vocabulary

Vocabulary exercises are to be done first without dictionaries.

(a) Use some of the vocabulary words listed below in place of underlined words in the following:

George drank ________________ his tea while the unpleasant child ____________________ ate her lunch. He said he couldn't think carefully ________________________ while the little girl was shouting ________________ so loudly. He went into the other room to watch an afternoon drama program ____________________________ on TV. Alice thought the baby was afraid ________________ of him. He was not a handsome __________________ man and his eyes, nose, and mouth ________________________ were ordinary-looking. He walked ________________ gracefully and spoke easily. He was talking ________________ about the office and told her he might have to move to another city __________________.

gurgling
brat
spooned

hollering
concentrate
scared
a soap opera

features
a plain
strode
sipped

smoothly
chatting
relocate

(b) Answer the following questions using some of the vocabulary words above:

1. What is the opposite of a plain man?

____

2. What are two things you are scared of?

____

3. Is it easier to concentrate in a quiet room or a noisy one?

____

4. How would you describe your features?

____

5. Where did you live before you relocated in Toronto?

____

(c) Choose three of the vocabulary words in (a) above and write sentences using one word in each sentence:

(i) ____

(ii) ____

(iii) ____

(d) (i) Which vocabulary words in (a) above have three syllables?

____

(ii) What is the meaning of the prefix re in relocate?

____

(d) (iii) Write three other words with the prefix re and the meaning for each.

re ______________ re ______________ re ______________

D. Idioms (*means the idiom is separable)

The following idioms come from the story. Their meanings as used in the story are:

* shut up = be quiet
stick around = stay here
early thirties = from thirty-one to thirty four (usually age)
be out of sight = can't be seen
how come = why
happen to be = to be by accident
the heck = the hell (emphasis)
or so = approximately

by yourself = alone
a bit = a while, some time
have the air of = appear to be
cut in = interrupt
keep someone company = be with
some other day = another day
burst into tears = start crying
every time you turn around = very often
had better = should

(a) Reread the story quickly to find the places where each of the idioms above is used.

(b) Substitute the meanings for the idioms in the sentences where they appear in the story. Notice that in some cases you must add some words, or rearrange word order to make correct English sentences.

For example, approximately last month = last month or so
Jack was between thirty-one and thirty-four = Jack was in his early thirties

(c) Use the correct idioms from above in the following:

(i) I'll be here until approximately ten o'clock.

(ii) Do you ever work with anyone or do you always work alone?

(iii) I was talking about the exercise when the loudspeaker interrupted.

(iv) The children wanted to know why they couldn't play baseball.

(v) We haven't time to finish this now, but we'll do it another day.

(vi) If you are late, you should work fast to finish on time.

____

(vii) Ms. Smith is a woman between forty-one and forty-four.

____

(viii) The airplane is flying so high it can't be seen.

____

(ix) That little boy is always crying; I wish he would be quiet.

____

(x) The child began to cry because she had lost her school book.

____

E. Discussion

Work with a partner or in a group. Discuss the questions below. Try to reach a consensus with your partner or group before you discuss the questions with other groups.

1. Jack said he wanted to talk to Janet.
   - (a) Do you think he really wanted to talk to her? Give reason(s) for your opinion.
   - (b) What do you think he really wanted to do?
   - (c) Why did he say he wanted to talk to her?
   - (d) Do you think she believed that he wanted to talk to her?

2. Janet sat down on the chesterfield, but not too near Jack.
   - (a) Why didn't she sit very close to Jack?
   - (b) What did she think might happen?
   - (c) What was Jack's reaction when she didn't sit down close beside him?
   - (d) Did Janet sit closer to him when he asked her? Why?

3. Richard came up the stairs.
   - (a) How do you think Richard felt when he came in (mention two things)?
   - (b) How did Janet probably feel (mention two things)?
   - (c) How would you feel if you came in and found another man or woman in your house?

4. Jack left quite quickly after Richard came in.
   - (a) Why do you think he left so fast?
   - (b) Is he planning to see Janet again? How do you know?
   - (c) What is Richard's real opinion of Jack? Do you think Richard is really worried about his wife and Jack? Why? Why not?

5. Janet started to cry.
   - (a) Why do you think she did this?
   - (b) Do you think Richard wants to move to Toronto? Give two or three reasons.
   - (c) What reasons might Janet have for not wanting to move?
   - (d) Whose decision will this move be? Why?

F. Composition

Names. Many English names have several forms.

For example, Richard — formal name
Rick — nickname for family and close friends
Dick — alternate form of Rick
Ricky, Rickie — child's name
Dicky, Dickie — alternative form of child's name

(a) Write some other names that have several forms. (minimum of five)

(b) Many people name children after (give the same name as) a parent.

For example, Ricky was named after his father, Richard.
John Jr.
Henry III.

Write a few sentences to give some reasons why people do this.
Tell some problems this custom of naming could have in a family.

UNIT 3:
Problems

Janet and Richard Jones were about to move to Toronto. Most of their books and dishes were packed into crates. Everything in the apartment was stacked in corners, against walls, and near the door, ready to be moved. The movers were coming in the morning. The two beds were almost the only things left unpacked. Janet was exhausted. She had been packing and cleaning for two weeks. Richard had helped her in the evenings but she had done most of the work herself. "Why am I doing this?" she asked herself. "I'm not even sure I want to move to Toronto. But Rick wants to go so much," she sighed unhappily.

At that moment Ricky started to cry, a high thin wail that didn't sound at all like his usual lusty bellows. Jan went over to his crib.

Janet: What's the matter, fella? Don't want to move to Toronto either, eh?

Ricky quieted when he heard his mother's voice. But when she set him on the floor, he climbed up into her lap, and settled there, with his thumb in his mouth. Richard's voice came from the empty kitchen. It sounded hollow as echoes bounced off the bare floors and walls.

Richard: I'm just checking the kitchen cupboards, hon. Don't want to leave any valuables here when we move to the big city.

Richard was making a joke. Janet didn't think it was very funny.

Janet: I already checked those cupboards twice. If you want to do something useful, come in here and hold Ricky so I can fix supper for him. He's acting funny.

Richard tromped into the room.

Richard: What do you mean "funny"? Don't tell me he picked today of all days to get sick! We're moving in the morning. What's your problem, kid?

Janet: I'm sure he didn't do it deliberately, if he really is sick. And I'm not sure he is. He can't help it, you know.

As she heated the jars of baby food in the one saucepan left unpacked and prepared a bottle of milk, Janet thought about living in a city like Toronto. She had always lived in a small place where she knew a lot of people. She had lots of friends from school, her family and neighbors to talk to. It was easy to walk to the park or the supermarket. There were clean streets and plenty of babysitters. Sure Rick would get a bang out of moving to a large city. He went to work every morning. He'd make new friends in the office. Pretty secretaries. He'd be driving around, going to fancy restaurants and theatres. And where would she be? She'd be stuck in a boxy apartment, a million miles from nowhere. She'd have to take the bus downtown, and the subway. Janet shivered. "I've never even seen a subway," she thought. "I'll probably be scared stiff! What'll I do all day?" she thought in despair. Richard had said they'd live in Scarborough. "But where the heck is Scarborough?" Janet wondered. "I thought we were moving to Toronto."

In the other room little Richard started to whimper.

Janet: I'm coming with your dinner, honey. Just a minute. Wait one minute for the milk to warm up.

Janet shook the bottle so that a few drops of milk fell onto the inside of her wrist. "Well," she promised herself, "I'm not going to sit home and let the world pass me by. The first thing I'm going to do is march right up to my neighbor's door, and knock, and introduce myself. And I'm going to keep meeting new people until I've found someone to talk to. Maybe another woman with a baby about Ricky's age. So we can walk to the park together. And I'm going to learn to drive. Why shouldn't I? Lots of women do! I'll make lots of long-distance calls to my mother and my old friends. I'll join the library. I'll get Rick to bring his new friends home, instead of taking them out someplace we can't afford.

Janet's daydream was interrupted by Richard's voice.

Richard: Never mind the milk, Jan. Come in here. This kid's sick, all right. Feel his head.

Janet put her hand on Ricky's forehead. It was hot. His eyes were feverish and his face was flushed. Janet looked anxiously at Richard:

Janet: Dr. Smith's away on holidays. What're we going to do now?

STUDENT WORKSHEETS

A. Story Comprehension

Answer the following questions in sentences.

1. What did Janet and Richard have to do before they could move?

2. What did Ricky do when his mother put him on the floor? Why?

3. What was Richard doing at that time? Why? What did Janet think of it?

4. What did Janet want Richard to do? Why?

5. Give five reasons why Janet liked the place where they lived.

6. What kinds of things did Janet think Richard might do when they moved to Toronto?

7. What are some reasons why Janet didn't want to move?

8. Explain at least four things Janet planned to do when they got to Toronto.

9. How did Richard and Janet know that Ricky was sick (give two reasons)?

10. Make a suggestion about what you think they should do now.

B. Grammar

Making adjectives from nouns or verbs.

For example, Janet didn't want to live in a boxy apartment.
Use a noun or verb; for example, box add y = boxy (adj. – like a box)

1. Use the same method to make the following food nouns into adjectives:

(a) meat ____________________ (c) milk ____________________

(b) sugar ____________________ (d) water ____________________

2. Sometimes adjectives ending in y mean full of ; for example, healthy.
Write the following nouns and verbs as adjectives ending in y:

(a) sun (n) ____________________ (d) cloud ____________________

(b) fog (g) ____________________ (e) snow ____________________

(c) rain ____________________ (f) wind ____________________

3. Use the adjectives you have made in (1) and (2) above in the following:

(a) This soup doesn't taste good. It's too ______________________________.

(b) It's cold today because it's so ______________________________ outside.

(c) Those spareribs look ______________________________ . Let's buy them.

(d) You can't see the sun today because it's ______________________________

(e) When it's ______________________________ outside you can't see anything but white.

(f) I don't like cake that's too sweet and ______________________________.

(g) The radio said it would be ______________ today, but it's ______________ instead.

(h) This tea is too ______________________________ I like it clear.

4. Use the same method to make adjectives from the following:

(a) fun (n) ____________________ (e) sweat ____________________

(b) speed ____________________ (f) sleep ____________________

(c) hair ____________________ (g) fur (r) ____________________

(d) trick ____________________ (h) sneak ____________________

5. Write sentences using some adjectives you made in (4) above:

(a) ______________________________

(b) ______________________________

(c) ______________________________

C. Vocabulary

Vocabulary exercises are to be done first without dictionaries.
Look back at the instructions in Unit 1 to see the method.

1. Find words from the story that have similar meanings to the following and write them beside the synonyms:

(a) large boxes ________________

(b) very tired ________________

(c) pot ________________

(d) baby's bed ________________

(e) piled ________________

(f) loud cry ________________

(g) expensive/nice ________________

(h) strange ________________

(i) cannot move ________________

(j) face is pinkish or reddish ________

(k) small noise ________________

(l) stepped ________________

(m) on purpose ________________

(n) anger ________________

2. Use the words that you found for (1) above in the following sentences:

(a) Every night she puts the baby to sleep in his ________________.

(b) Let's have coffee in that ________________ new coffee shop on Boulevard Avenue.

(c) We had to pack all our books and clothes in ________________.

(d) The puppy made a quiet ________________ because it lost its mother.

(e) New clothes are usually ________________ before they are washed.

(f) After working all week, Janet was ________________.

(g) Richard ________________ up the stairs and into the living room.

(h) She felt angry, and spoke with ________________.

(i) You can use a ________________ to heat the baby's bottle.

From the words you found in (1), give the opposites of:

(a) pale ________________

(b) limp/flexible ________________

(e) by accident ________________

(d) cheap ________________

(e) energized ________________

(f) ordinary ________________

4. Answer the following. Use the underlined words in your answers:

(a) Where can you hear echoes?

(b) When do you shiver?

(c) Do you ever daydream? What about?

(d) How do you know if someone is feverish?

D. Idioms (* =separable)

1. The following idioms are used in the story. Substitute each idiom for the underlined words in one of the sentences below:

— *be about to*
— *(negative) at all*
— *can't help it*
— *plenty of*
— *get a bang out of*
— *in despair*
— ** warm up (warm it up)*
— *a million miles from nowhere*
— ** pass me by (pass her by)*
— *never mind*
— *all right*

(a) Richard told Janet everything would be okay . ______________________________

(b) She didn't want to live far away from the city centre. ______________________________

(c) Richard would enjoy moving to a new city and meeting new people. ____________________

(d) There was a lot of work to keep everyone busy. ______________________________

(e) Janet was very unhappy about the coming move. ______________________________

(f) "Forget about that cup of coffee. I have to go now," said Richard. ____________________

(g) They were ready to move the next morning. ______________________________

(h) Janet usually had to make the baby's bottle warm for him. ______________________________

(i) Ricky isn't able to control his illness, if he is really sick. ______________________________

(j) Janet was afraid the world might continue without her participation.

____

(k) Ricky's cries didn't sound very much like his usual noises. ______________________________

2. be about to = be ready to

Notice that the verb be changes with different subjects and tenses.
For example, Janet and Richard were about to move to Toronto.

Complete the following:

(a) The telephone rang when I ______________________________ about to take a bath.

(b) The students ____________________ (just) about ____________________ start the exercise.

(c) Marie has finished her course and __________ __________ __________ enter university.

3. (negative) at all

Used with a negative, at all is an intensifier, meaning absolutely nothing.
Compare: I have no money. I have no money at all .

Use a negative and at all following the nouns in the sentences below:

(a) She has some friends. She hasn't any friends. She has no friends. ______________________

(b) The students did a lot of homework. ____

(c) Richard and Janet have hundreds of books. ____________________________________

E. Discussion

Work with a partner or in a group. Discuss the questions below. Try to reach a consensus with your partner or group before you discuss the questions with other groups.

1. Moving.

   (a) What must people do before they move (mention three things)?

   (b) What different methods of moving are there?

   (c) Do people usually like or dislike moving? Explain why.

2. Janet had always lived in a small place.

   (a) Give three or four reasons why Janet liked the place where they were living.

   (b) Discuss some advantages a small place has over a big city.

   (c) Discuss some advantages a city has over a small town.

3. Richard wanted to move to Toronto.

   (a) What is the main reason Richard wanted to move? Possible other reasons?

   (b) What kinds of things did Janet imagine him doing in Toronto?

   (c) Would it be easier or harder for Janet to make friends, compared to her husband? Why? (Give three reasons)

4. Janet wasn't sure she really wanted to move.

   (a) Give three or four reasons why Janet was worried about moving.

   (b) Describe four or five things Janet promised herself she would do in Toronto in order to meet new people and make new friends.

   (c) What usually happens in situations where a husband wants to go to a new place for a job, but his wife doesn't want to go? Explain why.

5. Moving to a new city (or country).

   (a) Moving always involves problems like packing. Tell some ways you can make moving jobs easier.

   (b) When you came to Toronto, what kinds of things did you do in order to meet new people and make new friends?

F. Composition

Write a paragraph to describe how you felt when you knew you were coming to live in Toronto. What were your biggest fears? Explain some of the things you did to acquaint yourself with the city and with new people.
For example, You came to school to learn English and to make new friends.

UNIT 4:
See You in Toronto

In the emergency waiting room of the hospital there was a crowd of people. Children were crying. An old man was moaning. A little girl had cut her hand and her mother was trying to stop the bleeding with tissues from her purse. Richard spoke to the admitting nurse.

Richard: Our baby is sick. He has a fever; he's been acting strange too.

The nurse took Ricky's temperature by holding a thermometer under his arm and told them that the doctor would be with them shortly. Janet said to her husband:

Janet: I feel like I'm in a butcher shop. We should all take a number for faster service.

The wait was dreadful and the noise was like something in a nightmare. At last a young woman in a white coat approached them. She took Ricky into a small examining room where Janet took off his clothes. Ricky howled as his bare hot skin touched the cold steel table.

The doctor checked Ricky's eyes and ears with a light. She took his temperature again and listened to his heart. She said as she jabbed his middle finger with a sharp steel point that they would need to run some blood tests. By now Ricky was screaming.

Janet: What is it, doctor? What's wrong with my baby? He was alright this afternoon.

Doctor: I'm not sure yet, Mrs. Jones. I think we should keep him here for observation tonight and send him for tests tomorrow. There's a problem, however . . . .

Richard: What's the problem?

Doctor: Well, Mr. Jones, we don't really have the facilities here to test small children. It'd be better if the tests could be performed elsewhere, where they have special facilities for such things.

Richard: Where do you mean?

Doctor: The Children's Hospital on Second Street. We could send you both there tomorrow by taxi, Mrs. Jones. It's the best children's hospital around here. And you could stay there with your baby. They have accommodations for parents to remain with their small children, so . . . um-m Ricky, is it? wouldn't be too frightened.

All of a sudden Richard, who'd felt that all his plans were being changed around, smiled and stood up.

Richard: That's a good idea, isn't it, Jan? Really! Very good for us. We're moving in the morning. I'll go with the movers, and you stay with Ricky. When I'm all finished, I'll zoom back and pick you both up. Much better than trying to move with a sick little kid. The solution to our problem!

Janet: *(quietly)* Yes. I guess so.

Janet was thinking that Richard seemed more worried about some furniture than he was about his son. He didn't seem to care that she would be alone with a sick baby in a strange place where she didn't know a soul.

As Janet dressed Ricky who had stopped crying, she answered a lot of questions about the baby's health and her own, about his immunization record so far and his previous illnesses. Finally, the doctor left.

Janet: Rick, I'm nervous about staying here tonight. You know I can't sleep in strange places. And tomorrow! Going to another hospital in a taxi! How'll I get in touch with you? I can't even phone 'cause our phone here's been cut off, and we haven't got a new one connected yet. What . . .

Richard: *(speaking soothingly)* I know it's rough on you baby. But I know where you'll be, and I promise I'll call you the minute we reach the city. And I'll come to the hospital just as soon as the stuff is all out of the truck. Ricky needs you here. This is a strange place for him. It'll be okay, you'll see.

Richard gave Janet some bills as a nurse came in to take Janet and Ricky upstairs to show them where they would spend the night. Another nurse brought Ricky some warm milk and, exhausted from all his crying, he fell asleep. Janet lay on a cot near his crib and tried to sleep. There were lights on in the hall, and nurses walked back and forth. Sometimes she could hear them talking, and once in a while a phone rang. It was very strange and Janet didn't fall asleep for a long time. In her dream Richard was saying, "See you in Toronto."

STUDENT WORKSHEETS

A. Story Comprehension

Answer the following questions in sentences.

1. Describe the emergency waiting room of the hospital.

2. How did the first nurse take Ricky's temperature? Why did she do it that way?

3. Give three reasons why Ricky was unhappy.

4. What did the doctor want to do about Ricky? Why?

5. How would Ricky get to the Children's Hospital? What could Janet do there?

6. How did Richard feel about this idea? Why did he feel that way?

7. How did Janet feel about the idea? Why did she feel that way?

8. What two things did Richard promise to do?

9. Why did Ricky go to sleep so quickly in the hospital?

10. Why did Janet take a long time to fall asleep? Tell three things that were unfamiliar to her.

____

____

____

B. Communication

You have already discussed the reasons why Janet both did and did not want to stay in the hospital, and why Richard wanted her to do so. Reread the paragraph on page 00 of the story where Richard persuades Janet to do what he wants her to do.

(a) Analyse Richard's persuasion technique by writing the missing words:

(i) He begins and ends his speech with pet names: ____________________ + ____________________

(ii) He sympathizes with her anxiety: ____

(iii) He makes his first promise: ____

(iv) He makes his second promise: ____

(v) He appeals to her image of herself as a mother: ____

(vi) He reassures her that this idea is the best one: ____________________ ____________________

When we are trying to persuade someone to do something we want, we often use some, or all, of these techniques (and more!).

(b) Imagine you are trying to persuade a friend to go with you to an amusement centre (for example, Ontario Place in Toronto). The friend doesn't really want to go. You have to convince him or her.
Write four sentences using the techniques above for persuasion:

(i) ____

(ii) ____

(iii) ____

(iv) ____

(c) Imagine you are a door-to-door salesperson trying to persuade a housewife or husband to buy something (whatever you choose). In this case your technique will be similar, but don't call the person by a pet name! Write four sentences you would use to try to make a sale:

(i) ____

(ii) ____

(iii) ____

(iv) ____

(d) Tell about two or three situations when you have persuaded someone to do something you wanted:

(i) ______________________________

____

____

(ii) ______________________________

____

____

(iii) ______________________________

____

____

C. Vocabulary

Vocabulary exercises are to be done first without dictionaries. Look back at the instructions in Unit 1 to see the method.

1. Use some of the list words in place of the underlined words following:

Susan was having a bad dream ____________________ . She dreamed she was in the crisis ____________________ room of the hospital. Someone there had blood coming from his body ____________________ . He was trying to stop the blood with kleenex ______________ . He screamed ______________ as the nurse stuck ______________ a pin into his finger. The nurse asked a lot of questions about his needles to prevent disease ____________________ record. The doctor entered the room in a few minutes ______________ and was checking ____________________ him carefully. The doctor said the man should stay overnight for watching ____________________. The man spoke angrily ________________ . "The rooms here ________________________ are not comfortable," he said, "and the bed ______________ is too narrow for me."

immunization
continent
performed
thermometer
nightmare
emergency
cot
accommodations
crossly
observation
connected
was bleeding
facilities
shortly
howled
rough
tissue
bills
examining
jabbed

2. Answer the following. Use the underlined words in your answers:

(a) On which continent do you live now? On which did you used to live?

____

____

____

(b) What is a thermometer used for? Describe one.

____

____

____

(c) What is another word for bills? Where do you usually carry bills?

(d) Where do people usually carry tissues? What are they used for?

(e) What kinds of tests do nurses usually perform on patients in hospital?

(f) Why are so many hospitals connected with universities?

(g) Which hospital has special facilities for babies and small children?

(h) What did Richard mean when he said the situation was "rough on Janet"?

2. Find the words listed in question (1) above which:

(a) have two syllables:

(b) have one syllable:

(c) have the same adverbial suffix (2):

(d) have the same verbal suffix (4). What is the suffix? What does it tell?

D. Idioms (* means the idiom is separable)

(a) Answer the following using the underlined idioms:

(i) What does it mean if someone asks you to take a seat?

____

____

(ii) What is "normal" when someone takes your temperature?

____

____

(iii) Tell two things that can happen all of a sudden.

____

____

(iv) How do you usually get in touch with your family?

____

____

(v) For what reason(s) do people walk back and forth in a small space?

____

____

(b) Match the following idioms from the story with their meanings:

(i)	as a matter of fact ________________	— finally
(ii)	* cut off ________________	— not know anyone at all
(iii)	go on ________________	— at this point in time

(iv) once in a while ________________________

(v) * run tests (run kind of tests)

____

(vi) by now ________________________

(vii) not know a soul ________________________

(viii) speak up ________________________

(ix) it would be better ________________________

(x) at last ________________________

(xi) get rid of ________________________

— speak after a period of silence/ speak in a loud voice

— it would be preferable

— really

— continue

— occasionally

— disconnected

— do examinations

— have someone/thing leave

(c) Use the idioms above in the following:

(i) My telephone was ________________________ because I didn't pay the bill.

(ii) At the hospital, technicians ____________ blood ____________ on the patients.

(iii) Janet was afraid she would ________________________ in Toronto.

(iv) Some students never ________________________ in class.

(v) ________________________ everyone in this class can speak some English.

(d) take one's temperature

Notice that the possessive form changes to show whose temperature is taken; for example, The teacher took George's (his) temperature.

Write sentences to show that:

(i) someone takes the baby's temperature ________________________

____

(ii) someone takes his/her own temperature ________________________

____

E. Discussion

Work with a partner or in a group. Discuss the questions below. Try to reach a consensus with your partner or group before you discuss the questions with other groups.

1. The hospital.

   (a) Give three reasons why people go to a hospital emergency department.

   (b) Have you ever been to an emergency department? For what reason?

   (c) Describe three things about the emergency department you went to.

2. Ricky's illness.

   (a) Describe Ricky's symptoms. How did he probably feel? Use three or four adjectives.

   (b) What made Ricky cry at first? What other things made him unhappy?

   (c) How did the nurse take his temperature? Why did she do it like that?

3. Janet probably had several feelings about staying in the hospital.

(a) Give two reasons why Janet probably wanted to stay there.

   (b) Give two reasons we know why Janet didn't want to stay there.

   (c) Why did she decide to stay after all?

4. Richard seemed pleased with the idea of Janet staying with Ricky.

   (a) For what reasons was Richard pleased with the plan of Janet staying?

   (b) What did he promise Janet he would do?

   (c) In what other way(s) did Richard reassure Janet?

   (d) What did he give her? Why?

   (e) Will the Joneses have to pay for the hospital care Ricky receives? Explain.

5. Health history.

   (a) What is your own immunization record? Tell the diseases you have been immunized against. Where? When? Do you need booster shots?

   (b) Doctors usually want to know about a history of family disease. In your family are there: allergies? heart disease? heart attack? diabetes? stroke?

   (c) Life-style problems: Does anyone in your family: smoke; have anaemia; have high blood pressure? Is anyone overweight or obese?

F. Composition

Write a paragraph or two describing an occasion when you went to a hospital, either because you were sick yourself, or because you went with someone who was sick. Tell about how the hospital looked, smelled, and sounded. Tell how you felt there, what you did there.

UNIT 5:
Learning to Drive

Janet Jones hugged her husband the next evening.

Janet: Ricky's going to be fine. The doctors here have been so nice . . . .

Richard: *(irritable tone)* Well, what was the matter with him in the first place?

Janet: He has an infection, something like the flu. But it's not serious. In two days they'll let him go home, I think. What's it like, Rick? Our apartment, I mean. Is it okay?

Richard: Oh yeah. It's fine. But it's sure a long way from downtown, you know. I work downtown now. University Avenue . . . You could walk to the Eaton Centre in ten minutes. But our place is in Scarborough. That's east and north. About half an hour by car. Probably more by subway. *(Pause)* I've been thinking, Jan. You should learn to drive. Toronto's a big place, and that way you won't be stuck, and you'll be able to go shopping and take Ricky places. . . . I'll teach you.

Three days later Janet was admiring their new apartment. Little Ricky was in a playpen on the living-room floor. There was no dining room, but the kitchen was large, and there were two bedrooms with a bathroom between them.

Janet: It's lovely, Rick. Just right for us. And the furniture looks good in it too. I'm glad we're not too high up. The third floor is just about right. *(Pause)* Now, what about those driving lessons . . .?

On Saturday morning Richard took Janet, with Ricky in his car seat in the back, to a large empty parking lot in the neighborhood.

Richard: We can't really drive today, because you don't have a learner's permit yet. You need that to drive, and someone with a driver's licence has to be in the front seat with you. But you can learn where everything is, so we can start next week sometime.

They traded places. In half an hour Janet knew which pedal was the brake and which one was the accelerator. She knew the light switch, and how to work the heater, and where the turn signals were. She practised turning the steering wheel and checking for imaginary traffic.

Janet: Oh Rick! It's so exciting. I can't wait to drive! How can I get a learner's permit? I want to start right away.

Richard: Well, I know the main licence office is in North York. But that's a long way from here. There must be local offices. We can find out in the phone book.

Back in their apartment, Richard looked up the number in the blue pages at the back of the telephone book.

Richard: Here it is, under Government of Ontario, Ministry of Transportation and Communications. Hey! There's an office right around the corner from here. You can walk there easily.

On Monday morning Janet put Ricky in the stroller and walked to the licence office. The clerk told her she would have to pass a test to get a temporary permit, and gave her a book about Ontario traffic signs and laws to study. Janet took a look at the book on her way home. It was mostly signs and multiple choice questions about traffic regulations. "That's not too hard," she said to herself. "I'm going to learn this stuff." In about a week Janet felt she was ready to pass the test. Richard took the morning off so that she could go alone to the office. Janet returned and proudly announced that she had passed. With her permit, Janet could drive, under Richard's supervision, and they practised every other evening. Ricky sat alone in the back seat, gurgling to himself and looking out the window. He didn't notice the sudden stops, the bumpy turns, or the quick comments like, "Look out! There's a pedestrian! Don't turn yet!" Janet's skill improved rapidly, and soon she could even back up easily.

One day Richard said to her:

Richard: I think you're ready, you know. You haven't scared me for over a week. And you have to make an appointment for a driving test, so you can practise while you're waiting.

Janet made an appointment and passed the test one sunny day in May.

Janet: Oh, I'm so happy, darling. You were right. Coming to Toronto was the best thing for us to do!

STUDENT WORKSHEETS

A. Story Comprehension

Answer the following questions in sentences.

1. Why had Ricky been sick? How long did he have to stay in the hospital?

2. What did Richard suggest that Janet learn to do? Why?

3. Describe the Joneses' new apartment in Scarborough.

4. What did Janet learn about the car before she got her permit?

5. Where did Richard look to find a licensing office?

6. What did Janet have to do before she could get a temporary driving permit?

7. What do you think was the hardest part about learning to drive for Janet?

8. How did Richard know that Janet was ready for her driving test?

9. What did Janet think about moving to Toronto on the day that she passed her driving test? Why?

10. If both Janet and Richard want to drive the car on the same day in the future, what may happen?

____

____

____

B. Grammar

I. "Ricky's going to be fine."
Notice the future tense composed of be + going to + verb

(a) Complete the following using be + going to + verb:

(i) Tonight I'm going ______________________________

(ii) Next week George is ______________________________

(iii) In 1984 everyone ______________________________

(iv) Next Saturday ______________________________

(v) Soon ______________________________

(b) Substitute be + going to + verb for will + verb in the following:

(i) Mary will go on a diet next week.

____

(ii) On Sunday our family will visit Casa Loma.

____

(iii) Next summer I'll travel around Europe.

____

(iv) In an hour the students will have their coffee break.

____

(v) Tonight Susan will be studying for her exam.

____

II. "Coming to Toronto was the best thing for us to do."
Notice the use of the gerund (verb + ing form) as a sentence subject.
For example, Janet is nice. (subject - verb)
Skating is nice. (subject - verb)
Skating at Toronto City Hall is nice. (subject - verb)

Complete the following using the models above:

(i) Driving in ______________ (when) isn't a good idea.

(ii) Watching ______________ (what) is hard on your eyes.

(iii) Going ______________ (where) is the best idea I've heard today.

(iv) ______________________ isn't possible right now.

(v) ______________________________ can't be done.

(vi) ______________________________ will help you.

(vii) ______________________________ will cause some problems.

(viii) ______________________________ will give you some extra time.

(ix) ______________________________ would be exciting.

(x) ______________________________ might make the teacher mad.

C. Vocabulary

Vocabulary exercises are to be done first without dictionaries.

(a) The words in the left list are names of parts of the inside of a car from the story. The other list are names of other parts you may know. Use the space below to draw a picture of the inside front part of a car. Label the parts.

pedal
brake
accelerator
light switch
turn signal
steering wheel
speedometer
windshield
gas gauge
passenger seat

(b) Use one of the vocabulary items below in place of the underlined words in the following sentences. You may have to change word order in some sentences.

(i) Ricky's disease was not too dangerous.

(ii) Janet needed a special licence to perform repeatedly the action of driving.

(iii) She had to write a test that had several answers to each question.

(iv) Everyone has to learn the traffic rules, even people who walk.

(v) Ricky was making baby noises and didn't see the very quick stop.

notice (v.)
practise
regulations
imaginary
infection
multiple-choice (adj..)
gurgling
pedestrians
permit (n)
paused
serious
sudden

(c) Richard found the number under Government of Ontario.
Under in this case means something like: under the heading of.
Answer the following. Use under in your answers.

(i) Where would you look in the phone book to find the number of City Hall?

(ii) Where would you look in the phone book to find the number of a particular school in your neighborhood?

(iii) Where would you look in a newspaper to find a movie you want to see?

____

(iv) Where would you look in the newspaper to find an apartment to rent?

____

(d) Stuff = things, general information, unnamed articles, etc. (non-count)
Complete the following sentences. Use stuff:

(i) What did you buy? Oh, ______________________________

(ii) What do we have to learn for the exam? A lot of ____________ about ____________

(iii) Do you believe all the ______________ you read about ______________?

D. Idioms (* means the idiom is separable)

(a) *take (time) off = have/take (a period of time) off/away from work, school.
For example, Richard took the morning off work.
Notice that the period of time can vary: for example, a week off, a minute off

Complete the following sentences. Use the idiom above.

(i) Let's take ____________________ off school today.

(ii) Bobby took ____________________ his job yesterday.

(iii) Mary ____________________ last month.

(iv) The students ____________________

(v) ____________________

(b) just right = perfect; just about right = almost perfect
Use the two idioms above in the following:

(i) That dress is ____________________ for Irene. It fits her exactly.

(ii) Our house is ____________________ for us, but we'd like a little more room.

(iii) That used car was ____________________ for the Joneses, except for the price.

(iv) The weather today is ____________________ to go to the beach; it's hot and sunny.

(v) The temperature is ____________________ this afternoon; not too hot or too cold.

(e) Use the idioms below in the sentences following in place of the underlined items:

in the first place
what about
trade places
now what
look out
can't wait
right away
**find out (find it out)*
every other
**back up (back it up)*
**look up (look it up)*
made it
over a week

(i) In order to learn to drive, the first thing is, ____________________ you need a permit.

(ii) She visits me every second ____________________ Saturday.

(iii) See if you can discover ____________________ how to get a licence.

(iv) I suggest that (we)I take your place and you take mine. ____________________

(v) She's in a hurry ____________________ to drive; she wants to learn

immediately. ____________________

(vi) The hardest thing about driving is learning to go backwards. ____________________

(vii) Janet asked, "Tell me about ______________________ those driving lessons."

(viii) She practised driving for more than a week. ______________________________

(ix) Janet asked, "What happens now?" ______________________________ .

(x) She was very proud when she passed the test successfully. ______________________

E. Discussion

Work with a partner or in a group. Discuss the questions below. Try to reach a consensus with your partner or group before you discuss the questions with other groups.

1. Janet should learn how to drive.

   (a) Give three reasons why Janet should learn how to drive.

   (b) What are some different methods of learning to drive?

   (c) What do you think is the best way to learn to drive? Explain.

   (d) What are some problems when husbands teach their wives to drive?

2. Janet needed a learner's permit to practise driving.

   (a) What do you need to have before you can drive in Ontario?

   (b) How do you get a learner's permit?

   (c) Can you drive alone with a learner's permit? Who must be with you? Why?

   (d) Why is a learner's permit for only a limited time?

3. Janet would have to pass a test.

   (a) There are actually three tests you must pass in order to get a driver's licence in Ontario. What are they? Explain each one.

   (b) What can you get to help you pass the traffic regulations test?

   (c) What happens if you need glasses to drive?

   (d) Find someone in the class who has passed the road test to get a driver's licence. Ask that person to describe the test to you.

4. Women Drivers / Men Drivers.

   (a) Do you think men or women are better drivers? Explain.

   (b) What general characteristic(s) have you noticed about men and women drivers?

   (c) Which group has to pay more for insurance? Why?

5. The driving test.

   (a) How do people often feel when they are taking a test? Why?

   (b) The tester usually sits beside the driver in the front seat. Tell three or four things you think the tester would ask the driver to do.

   (c) Which part of driving do you think is the hardest to do? Why?

F. Composition

Choose either (a) or (b) below.

(a) Have you ever learned to drive a car? Write a paragraph to describe an experience you had while you were learning to drive.

(b) Have you ever wanted to learn to drive. Write a paragraph to tell what you'll have to do before you can drive in Ontario.

(a) ______________________________

____

____

____

____

____

(b)

____

____

____

____

____

____

UNIT 6:

Janet's Big Idea

Summer came to the city. On some days it was almost too hot to move. And it was very humid. It felt like it was going to rain, but it didn't. On most days Janet took Ricky to the neighborhood park in his stroller. Ricky was starting to walk by himself. He liked to watch other kids playing. And he liked the swing. He swung back and forth on that swing by the hour.

Janet had met a few mothers like herself at the park. One woman even lived in the same building as the Joneses. Janet and her new friend, Cathy, often walked to the park together, each wheeling her child. Some days, though, Janet wanted to go shopping for groceries, or just window shopping in the malls. She wanted to use the car. After all, she had worked hard to get a licence to drive that car. But Richard wanted to drive the car to work. He had to go downtown, and that was a long way. If he had had to take the subway, he would probably have been late to work and late coming home every day. So he drove.

One evening Janet suggested that they go out to look at some cars that were for sale on a used-car lot not far from their apartment.

Richard: I'm not sure we can really afford a used car, hon, but okay. Let's go look anyway. It doesn't cost any money to look, does it?

They walked over to the lot and were looking around at some of the used cars when a salesman said:

Salesman: Looking for anything in particular?

Richard: *(answering quickly)* No, no. Not really. Just looking, you know.

Janet: *(interjecting almost simultaneously)* Yes. I want a small car that I can drive with my son to the shopping mall, and just around the neighborhood if I want to.

Richard turned to her with an angry look, but Janet ignored him and went on talking to the salesman.

Janet: I want a car that's cheap to run. And easy to park. And not expensive to buy, either.

The salesman turned to a little red Honda that was parked some distance away.

Salesman: Something like this? That's a good little car. A real bargain. It practically runs on nothing. And it's so small a kid could drive it and park it easily. Would you like to test drive it?

He walked over to the car and opened the door so Janet could climb inside. The little car had red upholstery and was very clean.

Richard: Wait a minute! Hold on, here. Before anyone does any driving, how much are you asking for this car, anyway?

Salesman: Well, I can let you have it for $1499, and that's a good deal, believe me.

So Janet test drove the little red car and liked it very much. After the drive, Richard said casually to the salesman:

Richard: Well . . . we'll let you know.

When they got away from the salesman, he turned angrily to Janet:

Richard: What's the big idea telling him what YOU want? Those guys'll sell you anything if they can.

Janet: I don't care! I like that little red car and I want to buy it! Come on, Rick. It isn't that much money.

Richard: *(sighing)* Sure. Maybe. But we should look at a few others first. To compare prices and features and all those things.

During the next couple of days Richard and Janet looked at half a dozen used cars and even one or two new ones. They saw cheaper cars and fancier ones, but Janet really still wanted the first little red car she had driven. Finally, Richard agreed to offer the salesman a price.

Richard: But not what he's asking. We'll offer a good bit less, then he'll say no. But he'll offer us a lower price than the first time. Then we'll say a higher price than we first offered. So we'll meet in the middle and everybody'll be happy. No one expects you to pay the asking price for a car, used or new. They'd think you were crazy.

After bargaining, Richard and Janet bought the little car for $1350. It had a thirty-day warranty. Richard warned Janet:

Richard: You'll have to get insurance before you can drive it. That's going to cost a couple of hundred, at least. And you'll need a parking sticker to park on the street at nights.

Janet was very pleased with her new, secondhand car. Until the next morning, when she was very sick to her stomach.

STUDENT WORKSHEETS

A. Story Comprehension

Answer the following questions in sentences.

1. What did Janet do on most summer days? Why?

2. Who did Janet meet? What did the two women have in common?

3. Why did Janet want another car? Did Richard want one? Why not?

4. State at least three features Janet wanted in a car?

5. What did the salesman tell them to interest them in the red Honda?

6. Why did Richard want to look at other cars?

7. Describe Richard's method of getting a good price on the car.

8. What did Janet have to do before she could drive the car? Why?

9. What is a parking sticker? Who needs one? Where can you get one?

10. Suggest one or two reasons why Janet was sick to her stomach. What do you think will happen next in the story?

B. Grammar

Janet wanted to buy the little red car.

Notice the order of adjectives/modifiers before a noun.

(1) article — a, an, the, some, any, OR number — one, two, etc. OR demonstrative — this, that
(2) size — small, little, big, huge, giant, etc.
(3) color — red, green, wine, etc.

(a) Complete the following:

a __________ __________ house two __________ __________ chairs

the __________ __________ school this __________ __________ pen

some __________ __________ apples that __________ __________ box

any __________ __________ books twelve __________ __________ cups

the __________ __________ dog no __________ __________ paper

Sometimes a noun is used to modify another noun; for example, a brick wall. In this case, the noun modifier is closest to the head noun; for example, the old, red brick school; a thick, green English book.

(b) Complete the following by using a noun as the last modifier:

the tiny __________ __________ garden

a __________ __________ wheat field

__________ great __________ __________ building

__________ __________ purple __________ picture

__________ __________ __________ __________ __________ (noun)

(c) Rewrite the sentences below, adding at least one (you may use two or three for practice) adjectives/modifiers before each noun: for example,

The boy walked to his house.
The little boy with red hair walked to his old white house.

(i) The man ran along the street to the corner.

____

(ii) A baby was crying in his carriage on the porch.

____

(iii) The book lay on the table under the window.

____

(iv) The children were playing ball at the school.

(v) A woman was sitting on a chair near the fireplace.

(vi) The students studied lessons in the class.

(vii) Some pears were in a basket on the table.

(viii) The boy had an orange in his pocket.

C. Vocabulary

Vocabulary exercises are to be done first without dictionaries.

(a) Match the vocabulary words on the left with their synonyms or meanings in the list on the right: (REREAD HOW THEY ARE USED IN THE STORY)

(i) humid

(ii) malls (mall)

(iii) lot

(iv) afford

(v) run

(vi) responded (respond)

(vii) warranty

(viii) ignored (ignore)

(ix) practically

(x) bit

— at last ______________________

— operate ______________________

— answered ______________________

— guarantee ______________________

— paid no attention to ______________________

— amount ______________________

— almost ______________________

— damp, wet ______________________

— have enough money for ______________________

— place to park cars ______________________

— shopping centres ______________________

(b) Write the missing vocabulary items listed below in the following:

(i) My sofa is worn out; it needs new ______________________.

(ii) Everyone who drives a car has to have ______________________.

(iii) Every year people have to buy a new ______________________ for their car licence.

(iv) The special ______________________ on this car include tinted glass and power brakes.

(v) Before you buy a car, you should ____________ ______________________ it.

sticker
test drive
neighborhood
features
upholstery
finally
insurance
compare

(c) Answer the following. Use the underlined words in your answers:

(i) Where would you find a swing?

____

(ii) In which store(s) would you look for a bargain?

____

(iii) In one sentence describe the neighborhood around this school.

(iv) Tell something your mother warned you not to do when you were a child.

(v) Compare your height to that of the person beside you now. Compared to __________ are you taller or shorter?

D. Idioms (*means the idiom is separable)

(a) Ricky swung by the hour. by the (time) = for periods of time, e.g., for hours.

Notice that any period of time may be used in this idiom. For example, She works by the week. (She gets paid for a week's work.)

Write sentences using the following:

(i) by the minute — ______________________________.

(ii) by the month — ______________________________.

(iii) by the year — ______________________________.

(b) Substitute some of the idioms listed below in place of the underlined words in the following: (There may have to be word order changes.)

(i) Janet felt as though she would vomit.

____

(ii) Richard was angry. "What are you trying to do?" he asked Janet.

____

(iii) "Wait a minute!" she said. "Why are you angry at me?"

____

(iv) The salesman wanted to know if they were looking for any special car.

____

(v) "It's not important," Janet said. "I want that little red car."

____

(vi) "Hurry up," she called. "We'll be late."

____

(vii) They decided a used car would be cheaper.

____

(viii) Considering everything, Janet thought she should have her own car.

____

after all
come on
hold on
look around
second-hand
sick to her stomach
in particular
I don't care
what's the big idea

(c) In this unit two idioms with look are used — look at and look around. Choose the correct idiom with look in the following:

(i) Janet and Richard were ____________ing ____________ the used car lot.

(ii) She was ____________ing ____________ a little red car in particular.

(iii) They ____________ed ____________ several other cars to compare them.

(iv) When you're driving, it's a good idea to ____________ to see what other drivers, pedestrians, and cyclists are doing.

Notice that there are other idioms with look you may know; for example, look out, look after, look for, look up* (look it up). Use some of these in sentences:

(v) look ____

(vi) look ____

(vii) look ____

(viii) look ____

E. Discussion

Work with a partner or in a group. Discuss the questions below. Try to reach a consensus with your partner or group before you discuss the questions with other groups.

1. Janet and Richard are buying another car.

   (a) Did they need another car? Explain your answer.

   (b) What features did Janet want in a car? (Name at least three.)

   (c) What did Richard want to know about the car?

   (d) What did the salesman tell them about the car?

   (e) How did they know that the car was all right?

2. Comparing.

   (a) Why did Richard want to look at some other cars?

   (b) Which things are important to know about a car before you buy it? (Name at least three.)

   (c) What do salesmen try to do? Why?

   (d) What was Richard's method of agreeing on a price with the salesman?

3. A new car/ A used car.

   (a) What are some advantages of buy a new car?

   (b) What disadvantage(s) are there to a new car?

   (c) What is an advantage in buying a used car?

   (d) What disadvantage(s) are there to a second-hand car?

4. Bargaining.

   (a) We expect to bargain over the price of some things; for example, cars. Suggest some other things you can usually bargain about.

   (b) In some countries bargaining is more common than in others. Name some places where it is usual to bargain over prices.

   (c) Some people like to bargain and others don't. Do you like to bargain over the price of something? Explain why or why not.

5. In the morning Janet was sick to her stomach.

   (a) Suggest two or three reasons why she might be sick to her stomach.

   (b) In a sentence or two, explain what you think might happen next in this story.

F. Composition

Describe a car that you have now, or have had in the past, or hope to have in the future. Tell about its size, color, motor, special features, appearance inside, and upholstery. Is it a two-door or four-door model, a sports car, a station wagon, or a convertible?

UNIT 7:
A Surprise

Janet: Oh, Rick! What's the matter with me? I felt sick like this yesterday too. Do you think maybe I'm getting that flu that Ricky had awhile back?

Richard was just going out the door and shook his head.

Richard: I don't know, hon. You'd better see the doctor and find out.

Janet made an appointment with the same doctor that her new friend Cathy went to. The doctor gave her a brief check-up but nothing seemed to be wrong.

Doctor: How old is your baby now, Mrs. Jones?

Janet: Almost a year.

Doctor: I think he's not going to be an only child too much longer.

Janet: Wh- What? What're you saying?

Doctor: I'm pretty sure you're going to have another baby, Mrs. Jones. I'll have to get the lab report back, but I'm almost certain from what you've told me. Next March sometime. Maybe around March 20th.

Janet: But I can't be pregnant! We just moved here. To Toronto. My husband's starting a new job. Ricky's beginning to walk now, and I can get out of the house. We bought a second-hand car. I was thinking about getting a job next winter when Ricky's in daycare.

Doctor: *(slightly annoyed tone of voice)* Well, that's my opinion. You can get a second opinion, if you wish. My nurse will call you when the test results come back from the lab. Good day.

Janet slowly put on her clothes and walked through the outer office to the reception desk. She was thinking of all her plans. Everything would be changed now. She couldn't look for a job if she was pregnant.

At home again, Janet was talking to Cathy who had been Ricky's babysitter while Janet was out.

Janet: It's not that I don't want another baby, Cath. Just not right now! We're only starting to get going with this place, and Rick's job, and me thinking about working. And now this! What am I going to do? When Richard finds out, he'll be furious!

But when Richard was told the news, he put back his head and laughed.

Richard: That's terrific, baby! That's wonderful! Ricky'll have somebody to play with. A little sister. Won't that be great? I can't wait!

Janet: You're not mad? I thought you didn't want another baby now. We don't have much money, you know, and I won't be able to work.

Richard: Never mind that. That's not important. We'll be okay. Don't you want a little sister for Ricky?

Janet: Well, sure I do . . . someday. Just not right now. I wanted to go to work for a couple of years. Maybe get a house before we start another baby. And I'm tired of being pregnant! And fat! And I can't even do up my own shoes. It'll be winter then. I won't be able to drive, I'll be too fat! I'll be stuck here. And then babies are so messy. And they cry. . . .

Janet started to cry herself.

Richard: It's alright, Jan. Everything'll be fine. You'll see. You'll feel better tomorrow.

But Janet didn't feel better the next day. She felt sick in the morning. And she was depressed when Cathy came to pick her up to walk in the park.

Janet: He doesn't know what it's like! He's never been pregnant! He doesn't get up in the middle of the night to feed some baby, because he needs his sleep so he can get to work. He doesn't get fat and ugly and awkward. I'm not ready to go through that again so soon. Later. . . .

Cathy: Well. . . . You could have an abortion, you know. Lots of women do. You're only about eight weeks pregnant, so it's still possible, if you have it done quickly. I mean soon.

Janet: An abortion! I couldn't! It's illegal. Besides, Richard'd kill me!

Cathy: Well, it's not illegal if you can find a doctor who will take your request to a therapeutic committee at a hospital. I can give you the name of my sister's doctor. She had one last year, and she's fine.

Richard roared when Janet told him Cathy's suggestion.

Richard: Absolutely not! And you can stop hanging around with that Cathy if this is a sample of her ideas.

STUDENT WORKSHEETS

A. Story Comprehension

Answer the following questions in sentences.

1. What was the reason for Janet's morning sickness?

2. Why do you think the doctor seemed annoyed?

3. Before Janet visited the doctor, she had some plans for the future. What were they?

4. How will she have to change those plans now?

5. How did Richard feel about having another baby? Why?

6. Give some reasons that Janet gave Richard about why she didn't want to be pregnant again.

7. Give some of the reasons that Janet gave Cathy about why she didn't want to be pregnant again.

8. What was Cathy's suggestion? Explain what this means.

9. How did Richard behave when Janet mentioned abortion to him? Why do you think he behaved that way?

10. Describe what you think will happen next in this story.

____

____

____

B. Communication

REFUSAL. There are many ways to say NO to someone — to refuse. In the story, Richard said, "Absolutely not!" when Janet suggested having an abortion. This form shows strong feelings. You might use these words with your husband / wife / good friend, but not with your boss or teacher.

(a) Read the following conversations.
Notice who was speaking and the different forms of refusal.

(i) Mrs. Jones: "Would you like some tea, Mrs Smith?"
Mrs. Smith: "No, thank you very much. Not right now."

(ii) Secretary: "Could I get you some coffee, Mrs. Williams?"
Boss: "No thanks, Jean. Maybe later."

(iii) Student 1: "Do you want a coffee, Carlos?"
Student 2: "Nope. Thanks anyway, Luis."

(iv) Mother: "Do either of you kids want any more dessert?
Child 1: "Naw." Child 2: "Uh-uh."

(v) Daughter: "Mom? Can I borrow your gold earrings tonight?"
Mother: "Certainly not! You'd probably lose them."

(b) Analyse the conversations above. Think about the following:

In conversation (i) above:

What is the relationship between these two women?

Write the words that tell you what relationship they have.

What words does Mrs. Smith use to refuse the tea?

What words are used to show politeness?

What words are used to allow a future invitation?

In conversation (ii) above:

What's the relationship between these two people?

How do you know?

Write the refusal words.

____

Write the polite words.

____

Reread conversations (iii), (iv), and (v) above.
Answer the same questions as for conversations (i) and (ii):

(iii) relationship: ______________________________

evidence: ______________________________

refusal: ______________________________

politeness: ______________________________

(iv) relationship: ______________________________

evidence: ______________________________

refusal words: ______________________________

politeness: ______________________________

(v) relationship: ______________________________

evidence: ______________________________

refusal words: ______________________________

politeness: ______________________________

C. Vocabulary

Vocabulary exercises are to be done first without dictionaries.

(a) Write some of the vocabulary words below in place of the underlined words in the following. You may need to change word order in places.

The doctor was angry ______________ with Mary, in fact he was very angry ______________.
But Mary was very unhappy ________________________. She didn't want to have a baby
who wasn't neat ______________. A friend said ______________ that she could have an
operation to get rid of the baby ________________________. Her idea ________________
was that now ________________ many women did this for health reasons ________________.

nowadays *furious* *messy* *abortion* *great*
opinion *annoyed* *depressed* *exclaimed* *suggested*
therapeutic

(b) Verbs. Choose the correct verbs from those list below:

(i) The old man ____ through the window.
(ii) Bobby ________________________________ with laughter when he heard the joke.
(iii) The baby ____ when she was hungry.
(iv) John ________________________________ "Oh no!" when he heard about the accident.
(v) Susan ____ to me that I leave early.

wailed *depressed* *suggested* *exclaimed* *roared* *peered*

(c) Some. Richard doesn't get up to feed some baby.
Usually some is used as the plural indefinite article; for example, some apples. Here, some is used to indicate (emphasize) a special baby (common speech); for example, His wife is some woman! That's some car you bought!

Complete the following:

(i) We wrote a terrible exam. "That was ________________________ exam we just wrote!"
(ii) There was a storm. "That was ____________________ thunderstorm we had last night!"
(iii) You betrayed your best friend. "________________________________ friend you are!"

(d) From the words listed below find:

(i) a word of one syllable ________________ ; a word of four syllables ________________

(ii) an adverb ________________ ; tell how you know it is an adverb ________________;

give a synonym ____

(iii) an abbreviation ____________ ; write the long form ____________ what difference is there

between this short form and usual short forms; for example, Mr., Mon.? ____________

(iv) four words of two syllables. __________ __________ __________ __________

absolutely, outer, only, awkward, comfort, lab, brief

D. Idioms (*means the idiom is separable)

(a) Match the following idioms on the left with the correct meanings:

(i) awhile back
(ii) put on* (put it on)
(iii) look for
(iv) right now
(v) get going
(vi) find out* (find it out)
(vii) never mind
(viii) be tired of
(ix) do up* (do it up)
(x) pick up* (pick it up)

— get out of bed ________
— have done/had enough of; don't want any more ________
— collect/call for; lift with fingers ________
— it's not important; forget it ________
— search for ________
— fasten; tie ________
— immediately ________
— in the recent past ________
— begin/start doing something ________
— place on your body ________
— discover ________

(b) Use some of the same idioms (above) in the following:

(i) I have sandwiches every day; I'm ________ sandwiches.
(ii) If you want to finish this, you'd better ________
(iii) ________ dessert; we're too fat anyway!
(iv) What do you use to ________ hot food from the barbeque?
(v) I ________ my jacket with a zipper, but Susan ________ hers with buttons.

(c) Janet couldn't believe her ears = couldn't believe what she was hearing.

Notice that the person can change; for example, George couldn't believe his ears.
Notice that eyes can be used instead of ears; for example, I couldn't believe my eyes.

Complete the following:

(i) The students couldn't ________ when the teacher told them they were going to have a test the next day.

(ii) We couldn't ________________________________ when we saw the building after the fire.

(iii) Billy____when he heard a gunshot in the street.

(d) Good day. Used as a form of good-bye and often suggests dismissal, as when an interview is over; for example, "We'll call you. Good day, Mr. X." Also used as a greeting in some places; for example, "Good day, Mrs. Jones."

E. Discussion

Work with a partner or in a group. Discuss the questions below. Try to reach a consensus with your partner or group before you discuss the questions with other groups.

1. Janet felt sick in the morning.

   (a) What was the reason for her sickness?

   (b) What can women do to help "morning sickness"?

   (c) What other health problems do pregnant women often have?

2. Janet went to the doctor to find out why she felt sick.

   (a) What did the doctor tell her?

   (b) Was he sure about his diagnosis? Why? Why not?

   (c) How did the doctor act when Janet didn't seem happy about having another baby? Why do you think he acted this way?

   (d) What did the doctor suggest that Janet could do?

3. Janet wasn't sure she wanted to have this baby?

   (a) Give five reasons that Janet told Richard why she didn't want to be pregnant.

   (b) Give some reasons that she told Cathy about why she was depressed.

   (c) How would Janet have to change her plans for the future?

   (d) What are Janet's choices concerning having a baby?

4. An abortion.

   (a) Explain what an abortion is.

   (b) Who can legally perform abortions in Canada? Where? Why?

   (c) Give some reasons why a woman might want to have an abortion.

   (d) Give some reasons why some people don't believe that any woman should have an abortion?

F. Composition

Write the dialogue of an argument between two people like Janet and Richard. She wants to do a particular thing (for example, buy a house or a car, visit her mother) and he doesn't want to. Try to make one person convince the other to do what she or he wants.

UNIT 8:
Cathy Finds Out

Richard: *(shouting slightly)* That new friend of yours, that Cathy, is sure putting funny ideas in your head. Forget it! I don't even want to talk about it! You are NOT having an abortion! It's wrong! Besides, you might die, or something!

Janet: Don't be ridiculous, Rick. Some people don't think it's wrong. And no one dies from an abortion. Not if a doctor performs the operation. Women die from childbirth, that's what they die from, if you want to know. And they get old and ugly from having too many babies too close together. They die young from that!

Richard: Okay, honey, okay. I know you're worried about having this baby. But just this one, alright? I promise. Alright? We won't have any more after this. Unless you change your mind and want another one. This'll be a playmate for little Ricky. Two's a good number for kids. We can use all those baby clothes again, and all this . . . this stuff we bought for Ricky.

Richard waved his arms around at the toys and baby furniture.

Janet: *(slowly)* I guess so. I didn't really want to have an abortion. But I feel so trapped, Rick. You've no idea. . . . I'm not looking forward to this winter, I can tell you that. Or next spring either, with two little kids in diapers.

Richard: I'll help you, baby. By then the job won't be so new. I'll have more time to spend at home. I can take Ricky out so you can have some time alone with the baby. And we can go for drives together. . . .

September came with cooler temperatures, and the leaves slowly changed to orange, brown, red, and yellow. Richard went to work in the morning and Janet cleaned the apartment, had coffee with her friend, went shopping, and later to the park with Ricky. Ricky was walking by that time and loved to climb the steps on the slide and slip down the other side. Cathy's little daughter, Donna, sat in the baby swing while her mother pushed her back and forth, back and forth.

Janet's pregnancy seemed to show earlier this time. At the end of October, she was visibly pregnant, and she had a little trouble bending to catch Ricky as he whizzed down the slide.

It started to rain during the second week of November. It rained almost every day for two weeks. Janet and Cathy sat by the living room window in Janet's apartment, while the children played on the floor near their feet.

Cathy: I can't stand this weather!

Janet: Me neither! We're stuck in here, just like I said we'd be. The kids are cranky because they've been in the house so long. Thank goodness we've got my car for shopping, anyway.

Cathy: Where's Richard these days, Jan? I've hardly seen him in the last few weeks.

Janet: Nor have I. He's doing some new work with the computer programmers at the company. Getting ready for next year's income tax. Everything's done with computers nowadays, you know. So Rick wants to see how the accounting program is written in computer language. Wouldn't you know it, income tax time is March, April. Right at the same time I'll be having this baby, he'll be the busiest. Probably working night and day. And me here with a new baby and this little guy.

Janet reached over and tousled Ricky's fair hair.

Richard's company had a Christmas party for its employees and their families. Janet didn't want to go because she felt so unattractive. She was wearing the same maternity clothes she had worn when she was pregnant before, and she was very tired of the same shirts and pants and skirts. She complained to Richard:

Janet: I feel like I've been wearing these same things for about three years now.

Richard: Well, go out and buy some new ones, why don't you?

Janet: They're too expensive. And I'm only going to be wearing them for a couple of months anyway. It's a waste of money.

Richard: *(shouts)* Then don't complain all the time, if you're not going to do anything about it anyways. I'm sick of hearing you complain all the time!

Richard stomped out of the room slamming the door behind him.

On Tuesday of the week before Christmas, Cathy came down to Janet and Richard's apartment.

Cathy: Mike and I were out for dinner last night, you know.

Janet: Oh yeh?

Janet wasn't really interested. Cathy looked Janet in the eye.

Cathy: Guess who we say in the Steak Inn?

Janet: I don't know. Brian Mulroney? *(laugh when saying this)*

Cathy: Uh-uh. Oh Jan. Maybe I shouldn't tell you, but . . . we saw Richard there. With a woman.

STUDENT WORKSHEETS

A. Story Comprehension

Answer the following questions in sentences.

1. Why did Richard say that he didn't want Janet to have an abortion?

2. What did Janet tell him was more dangerous for women? For what reason(s)?

3. What did Richard promise he would do when the new baby came?

4. Describe what Janet did on a typical day during the autumn.

5. What was different between Janet's pregnancy this time and last time? Why do you think it was different?

6. What reason did Janet tell Cathy that Richard was spending so much time away from home?

7. What did Janet anticipate would happen next spring?

8. Why didn't Janet want to go to the company Christmas party?

9. What did Janet and Richard have an argument about? What did Richard do?

10. What was Cathy's news? How do you think Janet will feel? What will she do? (at least two guesses)

____

____

____

B. Communication Persuasion #2.

Reread the part of the story (page 96 of this unit) where Richard persuades Janet to do what he wants. Compare this with the persuasion techniques in Unit 4.

(a) Analyse the technique. Write the words.

(i) Use of pet names: ____________________

(ii) Sympathy: ____________________

(iii) Promise(s): ____________________

(iv) Appeal to a mother image: ____________________

(v) Appeal to an economic reason: ____________________

Use the method of this technique yourself.

(b) Persuade your teacher to take the class some place you want to go. (Do not use pet names in this example.) Write the sentences.

(i) ____________________

(ii) ____________________

(iii) ____________________

(iv) ____________________

(c) Persuade your husband/wife/etc. to buy an expensive color television.

(i) ____________________

(ii) ____________________

(iii) ____________________

(iv) ____________________

(d) Persuade a small child that it is time to go to bed.

(i) ____________________

(ii) ____________________

(iii) ____________________

(iv) ____________________

(e) Persuade a friend to come to lunch in a restaurant with you.

(i) ____________________

(ii) ____________________

(iii) ____________________

(iv) ____________________

C. Vocabulary

Vocabulary exercises are to be done first without dictionaries.

(a) Below are synonyms or meanings of some words from the story. Find the story words that mean:

(i) very silly ______________________

(ii) something worn by babies ______________________

(iii) can be seen ______________________

(iv) cross, angry ______________________

(v) however, but ______________________

(vi) blond, light ______________________

(vii) not pretty ______________________

(viii) leaning over ______________________

(ix) something you tell someone that you will (not) do for sure

____

(x) especially for women who are expecting babies

____

(b) Use the story words that you found for exercise (a) above in the following:

(i) The children will ______________ never to play in the street.

(ii) My son has dark hair but my daughter is ______________.

(iii) You can buy ______________ clothes in special shops for pregnant women.

(iv) The baby was ______________ because he was hungry and tired.

(v) We can't go out too much because of the baby, but we go to the movies at least once a month ______________.

(vi) Nowadays everyone uses disposable ______________ like Pampers.

(vii) She was ______________ over to pick something up from the floor.

(viii) The sun is shining. You look ______________ with an umbrella up.

(c) The following verbs appear in the story.

waved *complained* *stated* *tousled*
whizzed *trapped* *slumped* *stomped*

(i) What tense are all the verbs? How do you know? What's the suffix?

(ii) In what way are whizzed and trapped similar? What are the root words of these verbs? How many syllables have they? Is the vowel short or long?

(iii) Write the root words of the other six verbs. Three of these end in the same letter. What are they? What's the letter? What happened to the letter when the suffix was added?

(iv) Which two verbs have to do with physical movement of arms or legs? Which two verbs have to do with speech?

D. Idioms (* means the idiom is separable)

(a) The following idioms appear in the story. Match them with meanings:

(i) have no idea — (exclamation of disbelief) this always happens ____________________

(ii) look forward to — dislike intensely, hate ____________________

(iii) by then/by that time — me also (used in a negative sense) ____________________

(iv) can't stand — from some time in the past until the time mentioned ____________________

(v) me neither/nor have I — anticipate (usually with pleasure) ____________________

(vi) wouldn't you know it? — don't want (something) anymore ____________________

(vii) be sick of — don't know at all ____________________

(b) Find and reread the sentences in the story where these idioms appear. Substitute the meanings given for the idioms. Do they make sense?

(c) Substitute the idioms above in the following:

(i) In June Jackie will be one year old; at that time ______________ he'll be walking.

(ii) We've eaten a lot of hamburgers lately. I don't want anymore ____________ hamburgers.

(iii) Carlos hates ________________ coke. He never drinks it.

(iv) I asked the student how to do the exercise, but she didn't know ________________.

(v) "I don't want to go to work today; it's too hot!" "I feel the same" ________________.

(d) change one's mind. Notice that the possessive can change with the subject.

For example, Mary changed her mind. The students changed their minds.

Complete the following:

(i) We changed ______________________________ about going to a movie after school.

(ii) The student ______________________________ about writing the exam next week.

(iii) Mrs. Jones ______________________________ about having a baby.

(e) go shopping. "Go" followed by a gerund is a common form in English. For example, go fishing, go swimming, go skating, go visiting, etc. Use the correct go + ________ ing form in the following:

(i) My family______________________________at the supermarket every Saturday.

(ii) In the fall lots of people drive to the woods to________________________for deer.

(iii) Many of our students like to ____________________in the public park in the spring.

(iv) In the winter some students______________________at the rink in the civic centre.

E. Discussion

Work with a partner or in a group. Discuss the questions below. Try to reach a consensus with your partner or group before you discuss the questions with other groups.

1. Richard didn't want Janet to have an abortion.

   (a) What reason(s) did Richard give for his opinion?

   (b) What other reason(s) do you think he might have?

   (c) What reasons do other people use when they insist that women should not have abortions?

2. Janet told Richard not to be ridiculous.

   (a) What was Janet's answer to Richard's idea?

   (b) In Janet's opinion, for what reason(s) do women get old and die even though they are young.

   (c) Do you agree or disagree with Janet? State reason(s) for your opinion.

(3) Persuasion.

Analyse the steps Richard uses to persuade Janet to do what he wants. Reread the persuasion analysis in Unit 4, page 44 (share with someone if you missed this lesson), because this technique follows the earlier one.

4. September came with cooler temperatures.

   (a) Describe a typical day in Janet's life in the autumn.

   (b) What was different for Janet between this pregnancy and the one before?

   (c) What did Ricky like to do? Describe a slide.

5. Cathy said she hadn't seen Richard lately.

   (a) What were the women doing? Why? How did they feel about the weather?

   (b) What was Janet's reason for Richard's not being home much?

   (c) What was Janet afraid was going to happen in March or April?

6. The argument.

   (a) Why did Janet feel unattractive? (Give two reasons.)

   (b) What did Richard tell her? What was her response to his idea? Why?

   (c) What was Cathy's news? How will Janet feel now? What might she do?

F. Composition

Below is the beginning of a story. Complete the story any way you want to. Write at least one page.

When Bob came home from work, he saw his wife Nancy, waiting for him just inside the front door. She had her hands on her hips and her face had a very angry expression on it. . . .

UNIT 9:
Janet's Decision

The following morning both women were sitting on Cathy's couch.

Janet: Are you sure, Cath? It's so easy to make a mistake in a place where the lights are low and. . . .

Cathy: I'm sure, Jan. As sure as I'm sitting here now. It was Richard I saw. And there was a tallish woman with him. Nice-looking woman with dark hair. Maybe around thirty. *(slight pause)* But, maybe she's just his secretary or something.

The expression on Janet's face changed from disbelief to rage, then to sadness.

Janet: He came home late last night again, too. Said he had to work late. He's been doing a lot of that lately. And working Saturdays. I'll bet he's been seeing that woman. I wonder who she is, anyway? *(tone of voice low and sad)* I guess . . . I guess I'll have to try to talk to him about this. We can't go on like this, if he'd rather be with someone else. I guess . . . I'll leave him . . . or something. . . .

For the first time in a week Richard came home at five o'clock that night. It seemed as though he knew something was going to happen. He called as he came in the door and threw his hat and gloves on a little hall table Janet had bought.

Richard: Hi hon!

No answer.

Richard: *(shouts out)* Jan? Janet? Where are you, baby?

Janet: *(in a subdued voice)* In here. In the baby's room.

The rest of the apartment was in darkness, but Richard made out a light coming from under Ricky's door. He headed for the bedroom.

Richard: What's the matter, hon? You not feeling well?

Richard threw the question at his wife as he hoisted Ricky into the air and swung him around. Janet answered in a little voice that was lost in Ricky's delighted squeals.

Janet: Fine.

Richard: *(in a loud voice)* What? What? I didn't hear you. What did you say?

Janet: *(shouts back)* I'm fine. Just fine! *(screams at top volume)* HEAR ME NOW? I'M JUST FINE! No thanks to you.

Richard: What are you hollering about? I'm not deaf, you know. What's wrong with you? What do you mean "no thanks to me"? What's going on here?

Janet: *(in a cold voice)* You don't have to pretend with me. You were seen, you know. In the restaurant. With a woman! Oh Rick! How could you do that?

Richard: *(stunned, then stammering)* There must be some mistake. I don't know what you're talking about.

Janet: Oh yes you do! Cathy saw you. Last night. With a tall, dark woman around thirty years old.

Richard: I might have know. Cathy! That busybody friend of yours. Got nothing better to do than run around and make trouble.

Janet: Well. Isn't it true? Did she make a mistake? I'm waiting for an answer.

Janet walked to the far side of the room and stood with her hands on her hips, looking out the window, not at Richard.

Richard: We had to work late. I told you that. The company pays for us to go out for supper. That's all it was. Nothing special.

Janet: Oh Richard. That restaurant is half-way across the city from your office, and you know it! Tell me you haven't been seeing that woman at other times. Tell me you've really been working so many nights and Saturdays. Tell me that and I won't say another word. . . .

Richard stuffed his hands into his pockets, and looked down at the floor.

Richard Well . . . . Not really seeing her, you know. We've had a few meals together. And once, or maybe twice, we've gone to a show or something.

Richard seemed to make up his mind about something. He walked over to Janet and turned her around to face him.

Richard: You've been so busy lately, with Ricky and this new baby coming, and the apartment decorating, and all. . . . You never want to go out, or anything. I was just lonely, and so was Margaret. If you'd been more interested in my life. . . .

Janet: *(icily)*You're going to have to leave here. Now. I can't move out with one baby, and another on the way. *(louder tone of voice)* Get out, Richard!

STUDENT WORKSHEETS

A. Story Comprehension

Answer the following questions in sentences.

1. Why did Janet think Cathy might have made a mistake?

2. What did Janet think about the occasions when Richard said that he had been working late?

3. Describe the apartment when Richard came home?

4. What was the first indication Richard had that Janet was not alright?

5. What was Richard's reaction when Janet told him that someone saw him in the restaurant? Report what he said.

6. What did Richard say was his reason for being in a restaurant with another woman?

7. What was Janet's reason for not believing Richard?

8. What other activities did Richard tell Janet he and the other woman had done together?

9. What did Richard say was his reason for seeing Margaret?

10. What did Janet want him to do? Why?

B. Communication

Denial = telling someone you haven't done something.

Reread page 109 to examine carefully what Richard said about his activities. If you do this, you will see that his reactions fall into five categories. Write the words for each group:

(a) (i) Richard pretends he doesn't understand.

____

(ii) Richard gets angry at the source of information.

____

(iii) Richard gives an explanation of what happened.

____

(iv) Richard admits that he has actually done something wrong.

____

(v) Richard suggests that the whole problem is really Janet's fault.

____

We often use the same pattern as Richard when we know we've done something wrong, but want to deny it. Read the following conversation between a teacher and student. Analyse it using the pattern above. Write the words:

(b) *Teacher:* I'm very upset, John, that you cheated on your exam.

Student: Me? Cheated? I don't know what you're talking about!

T: Your answers are exactly like the ones on the answer sheet, John. And the answer sheet is missing from my desk.

S: Who told you I had anything to do with taking your answer sheet? I'll bet it was that rat Michael. Were you talking to Michael?

T: Never mind who told me. It's not important.

S: Well, the answer sheet fell on the floor, and I just picked it up for you. That's all.

T: What about the Christmas exam, John? Did you cheat on that one too?

S: Um-m . . . well . . . I might've just glanced at the answer sheet for about one minute. But it's your own fault for leaving it around on the desk like that. I practically had to look at it; it was right in front of me!

(i) ______________________________

(ii) ______________________________

(iii) ______________________________

(iv) ______________________________

(v) ______________________________

C. Vocabulary

(a) Answer the following using the underlined vocabulary words:

(i) What's another name for couch?

____

(ii) When we say someone acts cold, what do we mean?

____

(iii) When you turn up the volume, what happens to the noise?

____

(b) Substitute the vocabulary words below for the underlined words in the following:

His wife spoke coldly ______________ to him as he threw ______________ the baby up ______________ in the air. He made believe ______________ he didn't understand. He stuttered ______________ that he didn't know what she was talking about. He accused her friend of being someone who minds everyone's business ______________. He stuck ______________ his hands in his pants pockets and made lines ______________ in his forehead.

stammered
pretended
wrinkled
hoisted
squeals
stuffed
a busybody
icily
stunned

(c) tallish. Use the suffix -ish to mean: sort of, similar to, about.
Write the meanings of the following. Use in sentences.

(i) shortish — ______________________________

(ii) sweetish — ______________________________

(iii) thirtyish — ______________________________

(iv) rainyish — ______________________________

(v) happyish — ______________________________

(vi) Mrs. Jones is a ______________________ woman, but her husband is tall.

(vii) The sun is supposed to come out later, but so far it's been a ______________ kind of day, so bring your umbrella.

(viii) I'm not exactly sure how old she is; ______________________ I think.

(d) disbelief. Use the prefix dis-.

(i) What is the meaning of this prefix?

____

(ii) Write other words you know that have the same prefix.

____

(iii) What other prefix has a similar meaning to the prefix dis-?

____

(iv) Write words you know that have the prefix you wrote in (iii) above.

____

D. Idioms (* means the idiom is separable)

(a) Substitute some of the idioms below for the underlined words and phrases in the following. Word order may need to be changed.

Mary said, "I'm sure ________________ my boyfriend, Billy, has been going bowling without me. I know he prefers ____________________ to go alone." Her mother came into the kitchen where there were no lights on ____________________. "What's happening ______________ here?" she asked. "I can't see ____________ you clearly ________________."

Mary called, "I'm just talking to Rosa on the phone, Mom." Her mother answered, "I should have thought of ________________________________ that. Well, you can continue ________________________ talking."

might have known
in darkness
I'll bet
what's going on
make out (make it out)*
run around
would rather
go ahead

(b) Answer the following using the underlined idioms:

(i) If you run around with someone, what kinds of places would you go with them?

____

(ii) For what reasons would you tell someone to get out?

____

(iii) If you tell someone that you did something with "no thanks to you," it means that you did it: (x) without anyone's help; (y) without that person's help; (z) with that person's help.

____

(c) Make up one's mind. Notice that the person can change.
For example, George made up his mind. Complete the following:

(i) The students made ____ to go to a movie.

(ii) Janice ________________________________ to withdraw her money from the bank.

(iii) We ____ to finish this exercise.

(d) Match the idioms below with their synonyms or meanings:

(i) I'll bet ____________________ — should have understood

(ii) run around ________________ — decide

(iii) make up one's mind ________ — I'm sure

(iv) might have known __________ — prefer

(v) would rather ______________ — see/hear clearly

— go to different places for fun

(vi) make out __________________ — what's happening

E. Discussion

Work with a partner or in a group. Discuss the questions below. Try to reach a consensus with your partner or group before you discuss the questions with other groups.

1. Cathy suggested the strange woman might be Richard's secretary.

   (a) Describe the woman Richard was with.

   (b) Why do you think Cathy suggested the woman might be a secretary?

   (c) How did Janet feel about what Cathy told her? How do you know?

2. For the first time in a week Richard came home at five o'clock.

   (a) Describe the apartment when Richard arrived at home.

   (b) What did Richard do? (two things)

   (c) What did Richard think might be wrong with Janet?

   (d) How did he find out that she was angry?

3. You were seen, you know.

   (a) What was Richard's first reaction when Janet told him he was seen?

   (b) What was Richard's reaction when Janet told him who had seen him?

   (c) What was Richard's reason for being in a restaurant with a woman?

   (d) Did Janet believe him? Why? Why not?

4. Tell me you haven't been seeing that woman.

   (a) What do you think Janet believes Richard has been doing lately?

   (b) What relationship did Richard say he had been having with Margaret?

   (c) What reason(s) did Richard give for his behavior?

   (d) What did Janet say she wanted Richard to do? Why?

5. If Richard leaves . . .

   (a) Why didn't Janet herself leave if she was unhappy?

   (b) Do you think Janet had a good reason for telling her husband to get out? Explain your answer.

   (c) What other ways could Janet and Richard have settled their problem?

F. Composition

Characteristics of people.

Janet and Richard, like everyone else, have different characteristics which cause them to act in different ways.

Below are two other people, Nancy and Jeff. Under each person's name are some characteristics and some examples of how each person acts.

Nancy	*Jeff*
1. not religious e.g. — doesn't attend church — uses swear words a lot	1. quite religious e.g. — goes to church regularly — is thinking about becoming a minister
2. sociable e.g. — enjoys going to parties — has a lot of friends	2. quiet e.g. — prefers to stay home — has a few close friends

(a) Give some examples that would show the following characteristics:

3. self-confident

e.g. ______________________________

____

4. occasionally dishonest

e.g. ______________________________

____

3. shy

e.g. ______________________________

____

4. totally honest

e.g. ______________________________

____

(b) Write a paragraph about either Nancy or Jeff. Use the characteristics and examples given to show some of the activities of the person's life.

____

____

____

____

UNIT 10:
Who Do You Think You Are?

The morning after Janet told Richard to leave their apartment there was a note on Richard's desk that his boss wanted to see him immediately. Richard hung up his hat and coat, then walked down the hall towards Vice-President Joe MacPherson's office. He was thinking furiously to himself. "What've I done now, do you suppose? Can the old boy have heard about me and Margaret already? Someone may have told him, I guess. Wonder what he'll do? Boy! There's no privacy in this place at all. No sooner have you done something than everyone knows about it."

Joseph MacPherson was seated behind an enormous desk. He rose as Richard entered the room.

MacPherson: Have a seat, Jones. *(slight pause)* It has come to my attention that you have established a social relationship with a female member of this firm. *(silence for a short period)* We normally do not interfere in the private lives of our employees. However, in your case . . . since you are married . . . and your wife is expecting a baby soon, I believe. . . .

MacPherson stopped, waiting for Richard to offer some explanation.

Richard: I really don't think my private affairs are the company's business, you know, sir. In fact, *(becoming angry)* I believe that the Ontario Human Rights Code states that you cannot expect me to answer questions about my private life.

MacPherson: *(getting angry himself)* Well, really, Jones. I was only trying to help you, but you don't seem to appreciate your position here. This is a small firm. We like to think we're all one big family . . . but you are creating a problem . . . and your attitude is not. . . .

Mr. MacPherson was standing up. The interview was almost over. Richard jumped to his feet. His face was red. He said in a loud voice:

Richard: Even if you are the boss, Mr. MacPherson, you can't tell me who I can or can't see. If that's the way you feel . . . I . . . I quit! Now . . . Who do you think you are? You'll have to find another accountant for your "family."

The two men faced each other across the broad desk, both flushed and annoyed. Richard whirled around and stomped out of the office.

(Bang, bang, bang! — knocking on door)

Richard: Jan, honey? Let me in? Please! I'm so sorry I walked out last night. But you made me mad. Let me in, sweetie. I can explain everything.

Just then, the door to the stairway opened and Janet appeared, back first, with Ricky under one arm, and a bag of groceries under the other. Richard rushed over to hold the door open for her.

Janet: What do YOU want? I thought you left here yesterday?

Richard: *(slightly amazed reaction)* But that's what you wanted me to do, wasn't it? You told me to leave. So I did. Anyway, everything's changed now. We have to talk. Let's go inside. I don't want the whole world to hear us. Just let me explain, will you?

Richard followed Janet through the open door of the apartment. He carefully helped Ricky take off his snowsuit and boots. All the time Ricky was singing a little song to himself, "Daddy, daddy, daddy. . . ."

Janet: O.K. What is it? What do you have to say? If you want to come back here again, you'll have to promise never to see that woman anymore. Never. Except at the office. I guess you can't help that. But no place else. . . .

Richard: If you'd just let me explain. That's what I've got to tell you. I won't see her again. Not anywhere. Not even at the office. Because I'm not going to the office again. I quit my job this morning. I have to stay here with you, baby. And I want to, too. You're the only woman who interests me. Honest.

Janet's face took on a look of surprise mixed with fear.

Janet: Oh, Richard Jones! How could you? You quit your job? Are you crazy? How'll we live? And with another baby coming so soon. You must be out of your mind. What are we going to do? We haven't even paid for my car yet! My poor little red car. And unemployment's so high here in Toronto! Where'll you ever find another good job like that one? What did you do that for?

STUDENT WORKSHEETS

A. Story Comprehension

Answer the following questions in sentences.

1. How did Richard know the boss wanted to see him?

2. What did Mr. MacPherson want to see Richard about?

3. What did the vice president know about Richard and Margaret?

4. What did Mr. MacPherson tell Richard he had to do? If Richard didn't want to do what Mr. MacPherson told him, what would happen?

5. How did Richard react to Mr. MacPherson's threat?

6. Where was Janet when Richard got back home? How do you know?

7. What did Richard do to help Janet (two things)? Why do you think he did that?

8. Can Richard come back home to live? What did Janet want him to promise if he wanted to return?

9. What was Richard's response to Janet's idea?

10. How did Janet act when Richard told her about his job? How do you think she felt (two emotions)? Why did she feel like that?

____

____

____

B. Communication

Criticizing someone.

(a) In this story Richard's boss criticizes Richard's behavior. Find and write the words for each section below.

(i) Mr. MacPherson tells Richard he knows something:

(ii) Mr. MacPherson tells Richard why the company is interfering:

(iii) Mr. MacPherson suggests that Richard may lose his job:

(b) In this story Janet also criticizes Richard for quitting his job. Find and write the words:

(i) Janet tells Richard what she thinks about his quitting his job:

(ii) Janet gives reasons for her concern:

(iii) Janet asks Richard for his reasons:

Notice that the two forms of criticism are not very different.
In (a) there are no personal feelings. There is also a threat.
In (b) there are personal feelings, but there is no threat.

(c) Imagine you are criticizing a classmate you do not know well. This person has borrowed your pen (or whatever) and hasn't returned it. Write a criticism of him or her following the model in (a):

(i) ______________________________

____

____

(ii) ______________________________

____

____

(iii) ______________________________

____

____

(d) Imagine you are criticizing someone you do know well and care about (for example, your girl/boyfriend, sister, etc.) This person owes you some money and you want it back. Write a criticism following (b) above:

(i) ______________________________

____

____

(ii) ______________________________

____

____

(iii) ______________________________

____

____

C. Vocabulary

(a) Match the words on the left with their synonyms or meanings as used in this story on the right.

(i) furiously
(ii) enormous
(iii) established
(iv) firm
(v) affairs
(vi) merely
(vii) contribution
(viii) please
(ix) whirled
(x) honest

— business ____________________
— something someone has given ____________________
— wish, want ____________________
— space to be alone ____________________
— truly, really ____________________
— huge ____________________
— turned fast ____________________
— began, got started ____________________
— company ____________________
— only, just ____________________
— very fast ____________________

(b) Use some of the vocabulary words above in the following:

(i) Everyone should look after their own ____________________.
(ii) We all worked ____________________ to get the job finished on time.
(iii) That ____________________ is an advertising agency.
(iv) She has no responsibilities, so she does whatever she ____________________s.
(v) The wealthy man lived in an ____________________ house on a hill.

(c) snowsuit. Notice that snowsuit is a compound word. Suit can also be joined to other words. Write them below. Use each in a sentence.

(i) pant ____________________
(ii) bathing ____________________
(iii) wet ____________________

(d) re-evaluate. Do you remember the meaning of re? (See Unit 2) What do the following words mean? Write some of your own.

(i) rewrite ____

(ii) reread ____

(iii) redo ____

(iv) ____

(v) ____

(vi) ____

D. Idioms (* means the idiom is separable)

(a) Use some of the idioms listed below in the following sentences.

(i) When I get home, I always ____________________ my coat in the closet.

(ii) Billy has no money ______________________________.

(iii) ____________ did I get into the bathtub, ____________ the phone rang.

(iv) ________________ and wait, please, Mr. Jones. The manager is busy now.

(v) ____________ that some students in this class are not finishing all their exercises.

(vi) The police will have to ____________________ the jewel robbery.

(vii) In some schools the children ________________ when the principal comes in.

(viii) This class will ______________________________ at 3:15.

(ix) Mary ____________________________ yesterday and quit her job.

(x) ______________________________ there was a loud clap of thunder.

walk out
damn well
have a seat
hang up (hang it up)*
no sooner . . . than
be over
stand up
it has come to my attention
look into
(neg) at all
just then

(b) Choose the correct meanings for the following underlined idioms by ticking the appropriate bracket (✓):

(i) If someone gets a word in, they talk a lot (   ); write a lot of exercises (   ); want to talk but don't because someone else is talking (   ); interrupt when someone else is talking (   ).

(ii) When you take off* your hat, you: put it in a closet (   ); remove it (   ); place it on a hatrack (   ); put it away (   ).

(iii) If you can't help something, you: want to do it very much (   ); do it even if you don't want to (   ); can't do it at all (   ); help someone else to do it (   ).

(iv) If someone is out of his mind, he is: crazy (   ); very happy (   ); very sad (   ); very silly (   ); very intelligent (   ).

(v) If someone asks, "What did you do that for?", they are really asking: when did you do it? (   ); where did you do it? (   ); why did you do it? (   ); how did you do it? (   ).

(c) **Who do you think you are? This idiom asks a straightforward question. However, the idiom also suggests a certain kind of relationship between the speaker and the listener.**

(i) The speaker feels ______________________________

(ii) The speaker wants the listener to know that______________________________

(iii) Name two or three situations when a speaker might use this idiom: for example, When an employee (like Richard) wants his or her boss to know that the boss can't tell him or her what to do (away from the job).

____

____

____

____

____

____

E. Discussion

Work with a partner or in a group. Discuss the questions below. Try to reach a consensus with your partner or group before you discuss the questions with other groups.

1. Richard's boss wanted to see him.

   (a) How did Richard know that his boss wanted to see him?

   (b) What did Richard think Mr. MacPherson wanted to see him about?

   (c) What indications were there that Mr. MacPherson was an important man?

   (d) In what ways did Mr. MacPherson show Richard that he was the boss?

2. The interview.

   (a) What did Mr. MacPherson tell Richard?

   (b) How did he threaten Richard? Write the exact words. What do they mean?

   (c) How did Mr. MacPherson show Richard that the interview was over?

   (d) What was Richard's reaction to Mr. MacPherson's threat?

   (e) Why did Richard quit? Was that a smart thing to do? Explain?

3. Richard returns home.

   (a) Where was Janet when Richard came back? How do you know?

   (b) In what ways was Richard helpful? Why do you think he was so helpful?

   (c) How did Ricky feel about seeing his father? How do you know? How would Ricky's feelings affect Janet?

4. Janet and Richard talk things over.

   (a) What did Janet want Richard to promise, if he wanted to come back?

   (b) What did Richard tell her? Why wouldn't he see Margaret again?

   (c) Did Richard's promise make Janet happy? Explain.

   (d) Give at least three reasons why Janet was worried about the future.

5. Your opinion.

   If you had been in Richard's position, would you have quit? If not, what would you have done? Do you think Mr. MacPherson had the right to tell Richard how to conduct his private affairs? Explain.

F. Composition

Write a page telling about losing or quitting a job. If may be your own experience or the experience of someone you know. Give the reason(s) for losing the job; explain how it feels to lose a job; both for the person involved and for his or her friends or family; discuss plans for finding another job.

UNIT 11:
Job Hunt

Richard: I've been looking for one, Jan. Honestly! I've been out all day. But there's just nothing!

Richard felt and looked depressed.

Janet: I know it's hard, Rick. But it's been almost two weeks since you quit MacPherson's, and we're running out of money.

Richard: Never mind, honey. I'll be able to collect unemployment insurance starting next week, I think. Or is there a six-week waiting period? I forget. I'll have to ask one of the guys down at the UIC office.

Janet: That's all very well, Richard. But we can't live on unemployment insurance forever. Somebody's got to get a job. Maybe I should, and you can stay home with the baby. Babies, I mean. Oh, if this baby would only hurry up! Okay . . . tell me exactly what you do when you apply for a job. Pretend I'm the boss, or the personnel manager, or whoever.

Richard: Well, first I look in the paper to see if there's anything good. The morning paper. And around noon I look at the afternoon paper. If there is, I call them up. Ring, ring. . . .

Richard pretended he was dialling a telephone.

Janet: What do you say exactly?

Richard: Hello. I'm calling about the position you have advertised in the Toronto *Globe and Mail* or *Toronto Star*, or whatever. *(pauses)* Usually the receptionist will transfer me then to another department, and another person comes on the phone. So, I repeat what I said before about calling about a job that was advertised.

Janet: Sounds good, so far. What happens next?

Richard: The other person asks a few questions like: Do you have any experience? or, Have you done this kind of work before? I say ''yes''. Then they tell me to come in for an interview, and they give me an appointment time. And that's it! I go for the interview, whenever. . . .

Janet: How many interviews have you had already?

Richard: Oh, maybe three or four. I forget. They say they'll let you know. . . . But they never call you again, you know. There are a lot of applicants for every job.

Janet: Alright. Let's do the interview. Maybe there's something you should be doing, and you're not.

Richard: Right. Before I go, I get dressed up, you know. Three-piece suit, my fancy shoes. Can't go to a job interview in my jeans. So . . . I come in. There's usually a receptionist there, who takes your name. . . . Then you wait. The boss is never ready at the time of the appointment. I usually read a magazine or something.

Janet: And then?

Richard: Then there's a buzz. She says, "You can go in now," so I do. I say, "How do you do. I'm pleased to meet you. My name is Richard Jones and I'm here about the accountant's job." I shake the guy's hand, and tell him my name at the same time. He asks a bunch of questions about my education, my experience, where I worked before, why I left there, and so on. When he's satisfied I'm suitable, he gives me a long form to fill out, with the same information I've just given him. Sometimes they just want a resume from you.

Janet: What does he do while you're filling out the form?

Richard: Usually he leaves the room, or puts me in a separate little room by myself to do it. Then, when I've finished it all, I go back in to see him.

Janet: What for?

Richard: Oh, he tells me about the job. What kind of work it is, the hours, the company's activities, the pay scale, holidays. Stuff like that.

Janet: What happens after that?

Richard: Nothing! I leave. Usually he'll stand up. That's a sign that the interview is over. So I shake his hand again. I haven't shaken so many hands in years as I have in the past two weeks. And I say something like: "Good-bye. I'm glad to have met you, Mr. X. I hope to hear from you in the future." And he says, "We'll let you know, Mr. Jones." If he calls me "Mr. Jones," I'm pretty sure he's decided I'm not the one he wants. If he calls me "Richard," . . . well, you can't really tell. And when I come out there's always one or two other guys waiting to be interviewed for the same job. I just don't know. . . .

Janet: Do you ever smile?

Richard: What do you mean? Smile? Of course I do. I think I do. I don't know. I don't remember. Do you think I should?

Janet: Sure. It can't hurt. Try it next time.

STUDENT WORKSHEETS

A. Story Comprehension

Answer the following questions in sentences.

1. Why was Janet worried? (Give two reasons.)

2. What did Richard think he would be eligible for soon? Explain what this is?

3. What did Richard do first when he was looking for a job?

4. What usually happened when he phoned the number in the paper?

5. How did Richard dress for an interview? Why?

6. Whom did he speak to first? What did he usually have to do?

7. What kinds of questions did the personnel manager ask him?

8. What did he have to write?

9. What did the interviewer usually tell Richard?

10. How did the interviewer often end the interview? What did he say to Richard? What did Richard think about this?

____

____

____

B. Communication

Introduction and Farewell.

(a) Introduction. Notice that Richard said "Hello" on the telephone, and "How do you do?" when he spoke to strangers for the first time.

(i) How do you do? — formal situation, new acquaintance, older person.

Describe three situations where you might say "How do you do?" to someone: for example, meeting your new boss for the first time.

(ii) Hello — informal situation, person you don't know well, a peer.

Describe three situations when you might say "Hello" to someone: for example, meeting classmates you see every day, but don't really know well.

(iii) Hi — very informal situation, good friend, family member.

Describe three situations when you might say "Hi" to someone.

(b) Farewell — Good-bye. Richard said, "Good-bye. I'm glad to have met you."

(i) Good-bye — formal. Also, "I'm happy to have met you. It's been nice meeting you. It's been nice to meet you," and so on.

(ii) Bye — informal. Also, "(I'll) See you later/tomorrow. Talk to you later."

(iii) See you — very informal. Also, "So long. Ciao," and so on.

Which of the above forms would you use when speaking to:

— your teacher ______________________________

— your mother ______________________________

— the principal ______________________________

— your supervisor at work______________________________

— the guide at the museum ______________________________

— an aunt who's visiting ______________________________

— another teacher in the school ______________________________

— your child ______________________________

— a sister or brother ______________________________

— someone you play a game with______________________________

— your grandfather______________________________

— your next-door neighbor ______________________________

C. Vocabulary

(a) Find words in the story which mean:

(i) pants made of denim, usually blue ______________________________

(ii) pants and jacket made of the same material ______________________________

(iii) people looking for a job ______________________________

(iv) money which people who no longer work can get from the government ____________

(iv) pleased ______________________________

(vi) group ______________________________

(vii) another word for men ______________________________

(viii) turning the dial of the telephone with your finger ____________________

(ix) department of a company which deals with employment ____________________

(x) stopped for a moment ______________________________

(b) Substitute some of the vocabulary words from (a) above in the following:

Bob was with a group ______________ of fellows ______________. They were all wearing blue denims ________________. One man who was wearing a matching jacket and pants ________________ stopped briefly ______________ and asked if they were people looking for a job ________________. He was happy ____________ because he had spoken to the employment ______________ department of a company, and was starting a new job.

(c) Write sentence answers to the following using the underlined words:

(i) Tell three things a receptionist does.

____

____

____

(ii) If someone says "its pretty hot out today," what do they mean? Use pretty with this meaning in your own sentence.

____

____

____

(iii) Which animal is the most curious? Why do you think so?

____

____

____

(d) Whatever/whoever/whenever. (Also whereever)

Notice that this indefinite form can be used when the speaker has no particular reference to name.

For example, I want to speak to the manager of this department.
I want to speak to whoever is in charge of this office.

Complete the following with one of the non-specific forms above:

(i) Let's go shopping ______________________ there aren't too many other people.

(ii) I want to see that movie, so let's go ______________________ it starts.

(iii) Take ______________________ materials you need to work with today.

D. Idioms

(a) Match the following idioms with their meanings:

(i) look for ____________________ — etcetera, additional examples

(ii) run out of ____________________ — go quickly

(iii) hurry up ____________________ — do (not) know

(iv) call up ____________________ — that's the end, it's finished

(v) that's it ____________________ — at the moment

(vi) let someone know ____________ — use all of something, have no more of

(vii) get dressed up ________________ — search

(viii) so on ____________________ — tell someone

(ix) fill out ____________________ — telephone

(x) can (neg) tell ________________ — complete in writing (usually a form)

— put on special clothes

(b) Use some of the idioms above in the following:

Before the job interview, Mary put on a pretty dress ______________________. She telephoned her friend to tell her ________________ about the appointment. "You'd better go quickly ____________________," her friend advised. When she got there, she had to write information on ________________ a questionnaire but her pen had no more ________________ ink. She was searching for ______________________ another pen when the receptionist said, "It's finished ______________ for today." Mary doesn't think she got the job, but she doesn't know ______________________ for sure.

(c) **get dressed** vs. **get dressed up**

— means put on clothes (any) — means ____________________________________

Answer the following questions:

(i)	When do you get dressed?	When do you get dressed up?
	____________________________	____
(ii)	What do you put on when you get dressed?	What do you put on when you get dressed up?
	____________________________	____

(iii) When you put on jeans and a t-shirt is that getting dressed or dressed up?

____

(iv) When you put on a tuxedo or evening gown is that getting dressed or dressed up? Do you like to get dressed up?

____

E. Discussion

Work with a partner or in a group. Discuss the questions below. Try to reach a consensus with your partner or group before you discuss the questions with other groups.

1. I'll be able to collect unemployment insurance.

   (a) What is unemployment insurance?

   (b) Who can get it? What are the conditions for receiving it?

   (c) What happens if you quit your job instead of being fired or laid off?

   (d) What must you do in order to keep collecting?

2. Looking for a job.

   (a) What does Richard do first when he's looking for a job?

   (b) Which would be better, the morning or afternoon paper? Why?

   (c) When he phones what does he say?

   (d) What happens after the phone call?

(3) The interview.

   (a) How does Richard dress for an interview? Why?

   (b) What does he do when he first meets the employer (two things)?

   (c) What kinds of questions does the employer ask (three examples)?

   (d) What else does Richard usually have to do?

   (e) How does Richard know when the interview is over? What does the employer usually say? Does the employer often do what he says? Why?

   (f) Why is Richard usually discouraged at the end of the interview?

4. A job interview that YOU have had.

   Discuss a job interview that you have had yourself. Each partner use the headings below to tell your partner about an interview:

   — where
   — when
   — clothes
   — type of job
   — whom you spoke to
   — what you said
   — what they said
   — application form
   — questions you asked about the job
   — information you were told about the job
   — end of interview
   — follow-up, yours, theirs

5. Application forms.

   Look over the 3 forms here. Can you fill them all out?

EXAMPLES OF APPLICATION FORMS:

APPLICATION FOR EMPLOYMENT

☐ **TEMPORARY**
☐ **PERMANENT**

POSITION APPLIED FOR: ____________________ Date: ____________________

DATE AVAILABLE FOR WORK: ____________________

NAME ____ TELEPHONE NO: ____________
Family Name First Second

ADDRESS ____ ☐☐☐ ☐☐☐
Number Street City Province Postal Code

DATE OF BIRTH ____
Day Month Year

Social Insurance No. ☐☐☐ ☐☐☐ ☐☐☐

EDUCATION	NAME OF SCHOOL OR TRAINING ORGANIZATION	COURSE OF STUDY	FROM YEAR	TO YEAR	Last Grade Attended	Successfully Completed? (YES/NO)
Secondary School						
Commercial or Technical						
University/College						
Other Training						
Skills:	Typing (wpm)	Shorthand (wpm)	Dictaphone	Yes ☐	No☐	
	Languages: English	Spoken ☐ Written ☐	Others: (Identify)	Spoken ☐	Written ☐	

GENERAL

1. Are you legally entitled to work in Canada? YES ☐ NO ☐

2. Have you worked for the Company before? YES ☐ NO ☐

   IF YES, give division and dates of employment. ____________________

3. Do you have any relatives employed by the Company? YES ☐ NO ☐

4. Are you bondable? YES ☐ NO ☐ IF NO, STATE REASON ____________________

   ____

5. Do you have any physical disabilities? YES ☐ NO ☐ IF YES, PLEASE DESCRIBE

   ____

6. Do you possess a valid Ontario Driver's Licence? YES ☐ NO ☐ Class? ________

7. Hobbies or other interests ____________________

CHARACTER REFERENCES (Do not name relatives, former employers, or ministers of religion)

NAME	ADDRESS	TELEPHONE NO
1.		
2.		
3.		

I hereby certify that the information provided is correct and that any false statements made by me may be sufficient cause for cancellation of the application and, if I have been employed, for immediate dismissal. I agree to submit to a medical examination at the request of the Company prior to commencing or at any time during my employment. I also agree that my previous employers and references may be contacted and that any information provided to the Company regarding my employment history will be treated in confidence.

SIGNED ____________________

DATE ____________________

INTERVIEW INFORMATION

CONFIDENTIAL

Date ____________________

Last Name	First	Middle		Social Insurance Number
Present Address		City		
Province	Postal Code	Area Code/Telephone No.		
Do you have a car to use for work ☐ Yes ☐ No	Make of Car and Year		Liability Ins. Co.	Amount of Ins.
When would you be available for work?	Full time?	Part Time?	If Part Time, Days of Week Available	Hours Desired
Are you legally entitled to work in Canada? Yes ☐ No ☐				

EDUCATION

SCHOOLS	NAME & ADDRESS OF SCHOOL	COURSES	ATTENDED From Month	Year	to Month	Year	DEGREE/ DIPLOMA RECEIVED
HIGH		☐ ACADEMIC ☐ COMMERCIAL ☐ VOCATIONAL					
COLLEGE		MAJOR MINOR					
POST GRADUATE, BUSINESS OR OTHER							

EMPLOYMENT HISTORY

NAMES AND ADDRESSES OF LAST TWO EMPLOYERS: (If employed full-time or part time at present, enter present employer first)	Dates Employed & Position Held
1. Name:	From: To:
Address:	Position:
2. Name:	From To:
Address:	Position:
3. Name:	From: To:
Address:	Position:
4. Name:	From: To:
Address:	Position:

INTERESTS (ANSWERED AT OPTION)

Do you like to travel?	Countries Visited
Do you have any hobbies?	
Other interests	

F. Composition

Write a composition that tells about an experience you have had trying to find a job, either in this country or your own. Tell what you did and how you felt at the time. Where were you? What were you wearing? What did you say? What did the other person say? How long did it take? Did you fill out a form? Did you get the job? Why or why not?

UNIT 12:
Ricky's Little Sister

The March wind howled. On some days it snowed. On others the sun shone and melted the snow. Sometimes it rained. Richard was now working at a bank. The salary was not as high as before, but the fringe benefits were better. He hoped to work his way up to become head accountant within a few years.

Janet was restless. She couldn't get comfortable when she was lying down, and didn't sleep well at night. The baby inside her kicked continually. "Why can't this baby hurry up and get born?" Janet moaned to Cathy. "I'm so tired of waiting and being so fat."

On the evening of March 19th, labor pains started around nine-thirty. Richard timed them. They were almost thirty minutes apart. When they became twenty minutes apart, he called the doctor who told him to take Janet to the hospital where he would meet them.

Cathy took Ricky to her apartment to look after him. Richard had to wait in the hospital's special waiting room for expectant fathers. A very young man was pacing back and forth. When Richard came in, he asked:

Young Man: What time is it? I left the house so fast, I forgot my watch.

Richard: It's 12:15.

Young Man: Oh, I hope this is over soon. I can't stand waiting like this! I'm going out of my mind!

Richard: Take it easy. Some babies can take a long time, you know. Is this your first?

Young Man: Oh yes. I guess you're thinking I'm pretty young, eh? Well, I'm 19 and Laura's 18. We'll be okay. We'll learn what to do with a baby together. I'll look after him sometimes, and she'll do the same. I work nights, you see.

Richard: Do you think it'll be a boy then? Does it matter to you?

The young man shook his head and his long curly hair flew around his head like a cloud.

Young man: I don't care. Just as long as it's healthy. Boy or girl, doesn't matter to us. We have two names picked out.

Just then a nurse in a white uniform came in.

Nurse: Mr. Jones? Do you want to see your new daughter? Come this way please.

Richard: *(astounded)* Already? Last time it took hours. Daughter? Did you say daughter? Oh hurray! What we both wanted! A little girl! Did you hear that? I have a daughter. A little girl.

Richard had turned to the young man. He had a wide, foolish smile on his face. He brought out a long, black cigar from his pocket and handed it to the young man. Richard pressed it into the young man's hand and almost ran out of the room after the nurse who walked ahead of him down the corridor. He didn't even hear the young man say "Hey. I don't even smoke!"

The next week Janet and the new baby, Carla, were both home from the hospital. There was a lot of work to do for the new baby, such as laundry and preparations for nursing. Ricky wanted to see the baby, then he wanted to hold her, but his mother told him he'd have to wait until she was bigger. Often Cathy took Ricky out with her and her own daughter, so that Janet and Richard, if he was home, could have more time alone with Carla. Janet wanted to breast-feed her baby, at least in the beginning.

One late afternoon Richard took Cathy aside:

Richard: Hey, Cath', do you have a minute? I want to apologize to you.

Cathy: *(puzzled)* What do you mean, Rick?

Richard: Well awhile back when Janet and I were having our troubles, I said some mean things about you. You know. About telling her you saw me in that restaurant, and all that.

Cathy: *(sounds unhappy)* Oh yeh. Well, maybe I should've minded my own business. I was just thinking of Janet, you know.

Richard: I know you were. You're her best friend here in Toronto. You've been a great help to her, to both of us. I just wanted to thank you for that. And to tell you I was sorry about the other thing. No hard feelings.

Cathy: No hard feelings.

Richard held out his hand and Cathy shook it. In the next few weeks the weather improved. The trees grew new, little green leaves. It rained a lot, but the rain was mostly warm. Some daffodils and tulips appeared in the gardens. Cathy and Janet walked to the park with their toddlers, and Carla was now in the carriage.

Janet: In September, Cath, I'm seriously thinking about taking a course. Putting the kids in daycare. I'm NOT spending the rest of my life at home with children. I'm going out into the world!

STUDENT WORKSHEETS

A. Story Comprehension

Answer the following questions in sentences.

1. Where did Richard work now? Compare this job to the old job.

2. What happened on March 19? Why didn't they go to the hospital immediately? How long did they wait?

3. Who did Richard meet in the waiting room? Tell two things about the young man.

4 How old was the young man? How old was his wife? What did they plan to do?

5. Why was Richard so surprised? Was he happy? How do you know?

6. What did he give the young man? Why?

7. How did Cathy help the Joneses?

8. What did Richard tell Cathy one day? What did she answer (in your own words)? How did they show that they were now friends?

9. Describe three things that were changing outside.

10. What were Janet's plans for the future? Why did she want to do this?

B. Communication: Apology

Reread the part of the story where Richard apologizes to Cathy. Analyse what Richard said. Write the words:

(i) Richard gets Cathy's attention ____________________

(ii) He reminds Cathy what the problem was____________________

(iii) He tells Cathy his current opinion of her____________________

(iv) He says he's sorry ____________________

(v) He offers friendship ____________________

We can use a similar technique to make an apology to someone. Imagine the following scenes and write the words you could use in each:

(a) You accused a classmate of taking your good pen. Then you discovered the pen underneath some books. You say:

(i) ____________________

(ii) ____________________

(iii) ____________________

(iv) ____________________

(v) ____________________

(b) You were angry because your little brother lost your soccer ball. He saved money from his paper route and bought you a new one. You say:

(i) ____________________

(ii) ____________________

(iii) ____________________

(iv) ____________________

(v) ____________________

(c) You were overtired and shouted at your spouse/friend because you thought she or he was making too much noise. Later you realized you shouldn't have done that. You say:

(i) ____________________

(ii) ____________________

(iii) ____________________

(iv) ____________________

(v) ____________________

C. Vocabulary

(a) Answer the following questions using the underlined words in sentences:

(i) What colors are tulips? Draw a picture of a tulip.

____

(ii) What time of year do you see daffodils growing? What color are they?

____

(iii) Toddlers are children who can walk (toddle) well, but are still pre-schoolers. What age do you think toddlers are?

____

(b) Use some of the vocabulary words below in the following:

(i) Janet went to the hospital when her ____________ were twenty minutes apart.

(ii) Richard gave some ____________ to a young man in the waiting room.

(iii) The young man was an ____________ father.

(iv) Richard was ____________ when the nurse told him he had a daughter already.

(v) The young man was still ____________ back and forth in the waiting room.

(vi) Richard shouted, " ____________ " when he first heard about Carla.

(vii) He ____________ a cigar into the young man's hand.

astounded
pacing
puzzled
advice
expectant
pressed
hurray
labor pains
improved

(c) fringe benefits. List below some things which are considered fringe benefits of a job. For example, paid O.H.I.P.

____________ ____________ ____________

____________ ____________ ____________

____________ ____________ ____________

(d) Answer the following using the vocabulary words below:

(i) List six past tense verbs. Put them in three groups according to the way they are pronounced
(ed = d) ____________ (ed = t) ____________ (ed = id) ____________

____________ ____________ ____________

(ii) restless. What does the suffix -less mean? Write five other words you know with the same suffix.

(iii) Write the adverbs. How do you know these are adverbs? Write five other adverbs formed in the same way.

(iv) Write the longest word. How many syllables has it?

howled
continually
toddlers
hardly
pressed
melted
apologize
improved
restless
astounded
puzzled
crisp

D. Idioms (* means the idiom is separable)

(a) Use the idioms below in the following sentences:

(i) Mother went out and Lucy had to ____________________ the baby for the morning.

(ii) When Joe started to shout, the students said, " ____________________ Relax."

(iii) She went to the library to ____________________ some books she wanted to read.

(iv) I really ____________________ rice pudding because it's so soft.

(v) George had ____________________ at all in his new job.

take it easy
no hard feelings
look after
can't stand
pick out (pick it out)*
no problem

(b) mind one's (own) business. Notice that the person can change. For example, Mary usually minds her own business.

Complete the following:

(i) In this class, all of us mind ____________________

(ii) Whenever I go visiting, I ____________________

(iii) Billy never ____________________

(c) Answer the following using the underlined idioms:

(i) Do you think it's possible to work your way up in a business, so that you might someday become president?

____

(ii) Does it matter to you if it's raining or sunny outside today?

____

(iii) If I say I'm going to a supermarket to buy vegetables: carrots, potatoes, and all that, what vegetable names can you subtitute for all that? (at least half a dozen)

____

(d) No hard feelings. If you've had an argument with someone, you might have hard feelings towards that person. Name two or three hard feelings: for example, anger.

If someone holds out his or her hand and says, "No hard feelings," he or she means:

____

and he or she wants you to: ____________________

What is the custom in your country to show someone you are no longer angry at them?

____

____

____

E. Discussion

Work with a partner or in a group. Discuss the questions below. Try to reach a consensus with your partner or group before you discuss the questions with other groups.

1. Janet was restless.

   (a) Give some reasons why Janet would be restless.

   (b) Why did she want the baby to hurry up?

2. Richard's new job.

   (a) Where did Richard work now?

   (b) Compare his new job to his old one (mention three things).

3. Labor pains started.

   (a) When the pains started, how far apart were they? What did this mean?

   (b) When did Richard call the doctor?

   (c) What did the doctor tell him to do?

   (d) What happened to Ricky?

4. At the hospital.

   (a) Who did Richard meet in the waiting room? Describe him briefly.

   (b) What did Richard advise him to do? Why?

   (c) Do you think it's a good idea to become a mother/father so young? Give some reasons for your opinion.

5. Carla.

   (a) How did Richard feel about having a daughter? How do you know?

   (b) What did he give the young man? Why?

   (c) What extra work did Carla make for her parents (two examples)?

6. An apology.

   (a) Why did Richard want to apologize to Cathy?

   (b) Why did Richard feel friendlier to Cathy now than he used to?

   (c) How did Richard and Cathy show that they were friends now?

F. Composition

Write about the birth of a baby in your family — your own if you were the mother or father, or a brother, sister, niece, or nephew that you remember. What happened? How did everyone act? How did you feel? Was there a special party? Did anyone give a gift.

UNIT 13:

A Visit

Summer can be sticky in Toronto. Janet was at home with a toddler and a new baby. She followed a routine that allowed her to take the children to the neighborhood park most afternoons. Carla woke up early for her feeding. Janet was starting her on Pablum so that she wouldn't be hungry so often. She and Ricky both played with the baby in the early morning while Richard took his shower and got ready to go to work. When Carla fell asleep for her morning nap, Ricky watched a children's program on television and his mother flew around the apartment doing the daily laundry and other housework. They lunched early, then both children had a nap. After they awakened, everyone went to the park. Carla was in her baby carriage which Ricky helped his mother to push. At the park Janet and Carla sat in the shade of some big trees while Ricky played on the swing, slide, and teeter-totter. Just before five, they went home to prepare dinner. It was a simple, pleasant life. Often Cathy and her little girl accompanied them, and then Janet and Cathy relaxed and talked as they watched the children play.

One afternoon Janet turned to Cathy and said:

Janet: I had a letter from my mother this morning.

Cathy: Oh yeah? How is she? How long since you've seen each other?

Janet: Well, since we came to Toronto. More than a year. And, of course, she's never seen the baby. She wants to come and visit. Maybe at the end of the summer.

Cathy: Have you got room to put her up?

Janet: I think it'll be okay. She can sleep on the couch. Or we can get one of those roll-away cots and put it in the kids' room.

That evening Janet was discussing her mother's visit with Richard, who said:

Richard: Sure she can come. I don't know your mother very well, but she's welcome in our house. Just as long as we don't have to change everything around to please her.

Janet: My mother's not like that. She only wants to stay a week or so to see the children, mainly. She won't disrupt anything. In fact, my mother's being here will probably make things easier for me. She'll maybe want to help look after the baby, I hope.

At last the week of Janet's mother's visit arrived. The whole family went to Union Station to meet the train. Janet spotted her mother.

Janet: There she is! I see her!

A short gray-haired lady carrying a canvas bag was walking up the ramp towards them. Mrs. Miller smiled at Janet and Richard.

Mrs. Miller: Oh, Janet. You look so well. How brown you are! Richard, you're looking fit. Quite a responsible young father you've become!

Then she turned to Ricky who was standing a little behind his mother and holding on to her skirt with one hand while the other thumb was in his mouth.

Mrs. Miller: Who's this little boy? This can't be little Ricky! Why, he was just a baby last time I saw him. He was hardly walking. Who are you, sonny?

Richard: *(laughing)* Of course it's Ricky. Getting to be quite a little man already, eh? Say hello to your grandma, Rick.

Ricky took a little pink thumb out of his mouth just long enough to say something that sounded like, "Wo, Gamma," before he popped it back in again, and hid his face.

Janet: He's a little shy. But if we leave him alone, he'll probably be sitting in your lap in a day or so. And here's our princess.

Janet turned around so that her mother could see Carla who was curled up asleep in a carry-all pack strapped to Janet's back.

Richard: She wanted to wait up to see you, but she was just too sleepy. It's past her bedtime.

Everyone piled into Richard's big car for the drive home. They drove around downtown a little so the Joneses could show Mrs. Miller some of the sights. Janet pointed them out as they cruised through the quiet streets.

Janet: That's the new City Hall, the two half-circles, and there's the old one over on the other side of Bay. . . . These are the Parliament buildings. And over there's the Sick Children's Hospital.

Mrs. Miller: I was here years ago with your father, you know. But there've been so many changes since then. I'd probably get lost for sure if you weren't with me. So many new buildings. . . .

In the apartment, Janet showed her mother the arrangements she had made for her comfort. She had bought a screen and put it across one end of the living room making a separate little bedroom with the chesterfield for a bed and an easy chair with a table near it.

Janet: We just don't have a lot of space now with two babies in one room. I thought you might prefer to be here alone rather than with the children. Carla still sometimes wakes in the night, and here you won't be disturbed.

Mrs. Miller: It's lovely, dear. Just fine. You're very kind putting me up at all when you have so much else to do. I appreciate it.

Mrs. Miller looked at Janet for a moment.

Mrs. Miller: I came because I wanted to see you, love, of course. And the darling little ones. And Richard, you too, naturally. But there's also something I have to talk to you about. That's partly why I came *(slight pause)* It's your father, dear. He can't remember things anymore. Sometimes he forgets he turned on the stove and burns himself. I didn't want to worry you, but now his condition is becoming serious, so I must. He really needs constant care, or he could hurt himself. And I can't give it to him; I'm not strong enough. We've been making do with help from your Aunt Lizzie. But now I'm afraid he's really got to go into a home. One of those daily-care homes, you know, with a nurse on duty. I don't know where we'll find the money, though.

STUDENT WORKSHEETS

A. Story Comprehension

Answer the following questions in sentences.

1. Describe Janet's daily routine before her mother's visit.

2. Give at least three reasons why Mrs. Miller was visiting Toronto?

3. Was Richard concerned about his mother-in-law's visit? Explain.

4. What was Ricky doing when his grandmother arrived? Why?

5. What did Janet and Richard show Mrs. Miller before they drove home?

6. How had Janet arranged things to be comfortable for her mother?

7. What do you know about Mr. Miller, Janet's father?

8. Why was Mrs. Miller worried about her husband?

9. What did Mrs. Miller want to talk to Janet and Richard about? What was her problem?

10. In your opinion, should older people like Mr. Miller be put in special homes for the elderly, or should they stay with some member of their family when they can no longer manage alone? Explain your reason(s).

____

____

____

B. Grammar Conditional Sentences

(a) Conditional I or Present Real: "If we leave him alone, he 'll be sitting in your lap in a day or so."

Read the following examples:
— If it rains, we'll stay home (but it may not rain)
— If we go away for the weekend, we'll sleep in a hotel. (but we may stay home)
— If Janet has lots of money, she'll help her mother. (but she's not working yet)

Notice: (1) These events are possible: they may or may not take place
(2) present tense after if.
(3) future tense in the main part of the sentence.

Complete the following conditional I sentences:

(i) If you save a lot of money, ______________________________

(ii) If your friend drives to California, ______________________________

(iii) If Bobby fails his exam, ______________________________

(iv) ______________________________ everyone will stay at school.

(v) ______________________________ I'll be very happy

(vi) ______________________________ the children will eat everything.

(b) Conditional II or Present Unreal: "I'd probably get lost for sure, if you weren't with me."

Read the following examples:
— If it rained, we'd (we would) stay home. (but it probably won't rain)
— If we went away for the weekend, we'd sleep in a hotel. (but we probably won't go)
— If Janet had lots of money, she'd help her mother. (but she has none now)

Notice: (1) These events are not very likely: the chances of their occurring are quite low, much less than for those in conditional I.
(2) past tense after if (use were for the verb be), for example; If I were you (I'm not) . . . ; If Joe were here (he isn't).
(3) would (abbreviation = 'd) + verb in the main part of the sentence.

Complete the following conditional II sentences:

(i) If it snowed today, ______________________________

(ii) If I had enough money, ______________________________

(iii) If John were here at school today, ______________________________

(iv) ______________________________ we'd go to Florida.

(v) ______________________________ the boys would win the game.

(vi) ______________________________ he'd bake a birthday cake.

(vii) ______________________________ the teacher would go to the office.

C. Vocabulary

(a) Match the words on the left with their synonyms or meanings as used in this story on the right:

(i) sticky
(ii) routine
(iii) laundry
(iv) shade
(v) slide
(vi) teeter-totter
(vii) carriage
(viii) accompanied
(ix) canvas
(x) ramp

— outdoor toy for children to sit on, one child at each end, so they go up and down ______
— clothes washing ______
— outdoor toy for climbing up one side and slipping down the other side ______
— vehicle for pushing a baby ______
— regular activity ______
— slanted walkway up or down ______
— humid ______
— heavy material ______
— interrupt ______
— cool area in shadow ______
— went with ______

(b) Use some of the vocabulary words above to complete the sentences:

(i) Every day Janet had to do the baby's ______
(ii) Both Janet and Cathy were going to the bank, so Cathy ______ Janet.
(iii) People in wheelchairs need to use a ______
(iv) In the park children like to ______
(v) In summer it's nice to sit in the ______

(c) lunched. Notice that the noun lunch has been used here as a verb.
For example, We lunched in a restaurant yesterday.
Breakfast (but not dinner or supper) may be used the same way.

Use these words as verbs in sentences of your own:

(i) lunch ______
(ii) breakfast ______

(d) fit (as an adjective or modifier) = healthy, in good condition.

Use the modifier fit in the following sentences:

(i) It's cold today; it's not ________________________________ to go to the beach.

(ii) George has been looking ______________________ since he started doing exercises.

(iii) We had the car tuned up and now it's __________________________ for a long trip.

D. Idioms (* means the idiom is separable)

(a) Match the following idioms from the story with their meanings:

(i) on television
(ii) put someone up*
(iii) as long as
(iv) at last
(v) wait up
(vi) hold on
(vii) point out*
(viii) making do (make do)
(ix) on duty

— at the end, finally ____________________
— at work ____________________
— show (verb) ____________________
— in the beginning ____________________
— televised ____________________
— allow someone to stay at your place ____________________
— stay awake late ____________________
— provided that ____________________
— managing, getting along (manage, get along) ____________________
— grasp with the hand ____________________

(b) Use some of the idioms above in the following sentences:

(i) It's common for kids to ____________________ to someone's hand when they walk.

(ii) If you go on a tour, the guide will ____________________ places of interest.

(iii) Many students work part time, ____________ working doesn't interfere with their studies.

(iv) People who live on a pension often have to ____________________ (infinitive) without a lot of luxuries, like driving a car.

(v) The school crossing guard is ____________________ every day at 9 and 3:15.

(vi) When our friend comes to town, we usually __________ him __________ on the couch in our living room.

(vii) On Christmas Eve children try to ____________________ to see Santa Claus.

(viii) We waited and waited for the holiday and ____________________ it arrived.

(c) on television. Notice the preposition on; there is no article (a/the)

Answer the following and use the underlined idiom:

(i) What is your favorite program on television? ____________________

(ii) Should children watch violent shows on television? ____________________

(iii) Have you, or has anyone you know, ever been on television? When?

____

E. Discussion

Work with a partner or in a group. Discuss the questions below. Try to reach a consensus with your partner or group before you discuss the questions with other groups.

1. Daily Routine.

   (a) What was Janet starting to give the baby? Why? Do you think giving cereal to a baby who is three or four months old is a good idea? Explain.

   (b) What usually happened in the Joneses house in the mornings?

   (c) What did Ricky like to do at the park? What did his mother and sister do there?

   (d) What was the weather like at this time? How do you know?

2. Janet's mother.

   (a) Why was Janet's mother coming?

   (b) How had Janet made things comfortable for her mother?

   (c) What did Richard think about Mrs. Miller's visit?

   (d) What did Janet hope her mother would do on her visit?

3. Meeting the train.

   (a) Who went to meet Janet's mother? Where did they go? Where is this?

   (b) Describe Mrs. Miller.

   (c) What was Ricky doing when his grandmother met him? What did Janet advise? Where was Carla? What was she doing? Why?

4. Driving home.

   (a) What did the Joneses do before they took Janet's mother home?

   (b) Name some of the places they showed her. Explain where those places are.

   (c) Had Mrs. Miller been to Toronto before? When? Was it the same?

5. Mrs. Miller's problem.

   (a) Describe the place where Janet's mother would sleep.

   (b) What other reason did Janet's mother have for her visit?

   (c) What was happening to Janet's father? What might he do?

   (d) Where will Mr. Miller have to go? Why? Do you think this is a good idea?

F. Composition

Write one or two paragraphs describing a visit either you have made to a relative in some other city, or a visit that a relative made to you in Toronto. Include details about the method of travel, reason(s) for the trip, accommodations, sightseeing, new customs and activities you or your relative came into contact with. How long did you / the person stay? How did the person feel when she or he had to return home?

UNIT 14:

Janet Lands a Job

A few days later when Mrs. Miller had gone home, Janet said to Richard:

Janet:	I want to help Mom. Paying for a nursing home is expensive, and she only has her pension to live on, you know. Of course, the house is all paid off, but there's still taxes, and heating costs, and maintenance. She'll probably have to sell that house to pay for the home, if we don't help her. I said I'd find a job in September anyway, so now I'll send Mom some of my pay instead of putting it in the bank or buying more stuff we don't really need.
Richard:	*(alarmed tone of voice)* How about the kids? You'll have to pay someone to look after them. Carla's just a baby . . . .
Janet:	I put their names on the list for a city-run daycare program just after Carla was born. They told me maybe there'd be a spot in the fall. I'll call them in the morning.

Janet discovered that although there was no place at the moment, there soon would be a couple of spaces. She started looking through the newspaper ads for an opening. Remembering how long it took Richard to find his job, even with good qualifications, she was discouraged.

One evening, when Richard was out bowling and the kids were all in bed, she wailed to Cathy:

Janet:	What can I do? I can't type. I don't take shorthand. I don't know how to work a word processor. And I have no experience. These ads all say, "Experience Preferred" or "Experience Necessary." When I phone about them, they ask me if I have had any experience," so sometimes I say, "No," or sometimes, "A little." And they say, "Sorry, we need someone with two years experience," or something like that. But how can I get any experience if I have no experience? Do you know what I mean? I guess it sounds strange, but . . . .
Cathy:	I know what you mean, Jan. It's a Catch-22 situation. Never mind. Sooner or later something'll come up that doesn't require experience that you can do. Just keep watching. . . .

Janet checked the afternoon papers almost every day. She put red circles around the ads she thought might be promising and called them up the next morning. One day there was an advertisement in a box:

> *CASHIER WANTED — No experience necessary — Must be bondable — Call in person, 9 to 6 — Midland Save-a-Lot Supermarket — 9264 Centre Street, Scarborough.*

Janet was excited.

Janet:	Wow! Look at this one! This is the one I've been waiting for! No experience necessary. That's for me! Richard, what does "bondable" mean?

Richard: People who work in a place where they handle money are usually bonded. It's some kind of insurance, in case you make a mistake and your cash isn't right. Or maybe in case there is a robbery. You have to be sixteen to be bonded, I think. And have no police record. You've never committed a felony, have you? *(laughs)*

Janet: I don't think so.

Richard: You'd know, if you had, baby. There'd have been an arrest by the police, a court case, and a conviction. Maybe a sentence, 'though it might be suspended. Anyway, you'd know. . . .

The next day Janet appeared at the Save-a-Lot Supermarket shortly after ten in the morning. She had left her children with Cathy. She spoke to a Mr. Martin, the manager, and filled out an application form. He asked her about her family.

Janet: My children will be going to daycare soon, Mr. Martin. I have someone who'll look after them for me until then. I don't think they'll be a problem.

Mr. Martin: Well, you know best, Mrs. Jones. I hope you won't have to take a lot of time off because of them. You only get paid for the time you work, you know. An hour off for lunch, nine to six, including Saturdays. Naturally you'll get a day off in the week. How about Wednesday? We'll supply the uniform, but you'll have to wash it. Let's see, today is Tuesday; tomorrow'd be your day off. You probably have things to arrange, anyway. Can you start Thursday morning? It'll be a long day, your first.

Janet: Oh yes, Mr. Martin. I'd love to. But, you know, I don't know how to work a cash register really. But I'm sure I can learn quickly. . . .

Mr. Martin: That's okay. Suzie can show you that part in about five minutes. Wear comfortable shoes, low heels.

At home, Janet was ecstatic. She called her husband at work.

Janet: I got it, Rick! I start on Thursday. What?. . . Oh, minimum wage. That's four dollars an hour now. Not too bad. Anyway, see you later.

Cathy agreed to take care of Ricky and Carla for the time being, until they could go to daycare. They settled how much Janet would pay her. Bright and early on Thursday Janet was ready to start. "Good thing this place isn't too far away. I don't have to leave before 8:30. See all you guys later," she called to Cathy and the children, waving goodbye.

Close to seven that evening, Janet's footsteps were heard dragging down the corridor. She moaned as she flopped into an easy chair.

Janet: Oh heavens! I was never so tired in my life! Oh my feet! I'll never be able to walk again . . . I'll never be able to go back there tomorrow morning. No way. . . .

After a bath and supper, Janet told her family about the Save-a-Lot Supermarket.

Janet: People just keep coming and coming, all day. Half the prices aren't on the boxes or cans. And I don't know what they are. I have to keep running down the aisle to check on them, or call to Suzie, the other cashier. She's very nice. Helped me a lot today. You have to put all the stuff in bags for people. And they're so fussy. *(she mimickes an old lady with a high voice)* "Put the cans here . . . and be sure to put the strawberries on top, young lady." I don't know how cashiers do that every day. I'm just pooped. . . .

STUDENT WORKSHEETS

A. Story Comprehension

Answer the following questions in sentences.

1. What is the Catch-22 of trying to find a job when you have never worked before (or have no Canadian experience)?

2. What was Janet planning to do with her money?

3. What did the ad mean when it said "Must be bondable"?

4. What did the store manager tell Janet about working hours and days?

5. Was the supermarket close to or far from the Joneses apartment? How do you know?

6. What arrangements did Janet make for Ricky and Carla?

7. What problem(s) did Janet have on her first day at work?

8. Why did she describe the customers as "fussy"?

9. Who helped Janet on her first day? Who was she? What can you guess about the Save-a-lot Supermarket from Janet's description?

10. Do you think Janet will continue working? Give reasons for your opinion.

B. **Communication**. Understanding help wanted ads.

Cashier wanted. No experience necessary. Must be bondable.

Read and understand help wanted ads is a special skill. Read the following advertisements which could appear in any newspaper.

1. Prof. family requires a conscientious and loving non-smoker Nanny for 2 boys ages 3 and 6, Ref. Begin Sept. Richmond Hill

2. Person Friday for west end — telephone customer contact, order entry and typing.

3. Body person — experiences in fiberglass & finishing. 6 mons. - 1 yr. exper. preferred- required by expanding Mississauga Co.

4. Cool, experienced for busy Pub. Apply at 22 Pimlico Crescent.

Write the following abbreviations out in full:

Prof.__________ Ref.__________ Aug.__________ mos.__________

yr.__________ exp.__________ co.__________

(b) # 1. Imagine that you are applying for job # 1 above. Answer the questions.

(i) What work will you be asked to do?

____

(ii) Who will employ you?

____

(iii) Where will you work?

____

(iv) Tell four things necessary to get this job.

____

(c) # 2. Read advertisement # 2 above. Analyse it (ask yourself questions similar to those in # 1 above). Write two or three sentences telling what you think the job involves.

____

____

____

____

(d) # 3. Reread # 3 ad above. Imagine a telephone conversation between you and the manager of the expanding Mississauga company when you call about this job. Write the conversation:

Manager: Hello?

You: ____

M: ____

Y: ____

M: ____

Y: ____

C. Vocabulary

(a) Below are synonyms or definitions of some words from the story. Find the words in the story which mean:

(i) a game played with pins and a large wooden ball ____________________

(ii) a machine attached to a computer used for typing letters, etc. ____________________

(iii) operated by a municipality ____________________

(iv) upkeep ____________________

(v) worried ____________________

(vi) a place ____________________

(vii) money received from the government ____________________

(viii) skills, knowledge ____________________

(ix) possible, full of possibilities ____________________

(x) fast way of writing ____________________

(b) Catch-22. This is the name of a book by an American writer, Joseph Heller. The idiom has come to mean an impossible situation, usually because of some rules or regulations.

For example, Janet wants a job, but has never worked. Every job she inquires about requires experience. But how can she get experience if no one will offer her a job that doesn't require experience?

Write briefly about some Catch-22 situation you have experienced.

____

____

____

____

(c) Legal terms: a felony, arrest, a court case, a conviction, a sentence. Use the above terms in the following sentences:

The police will ____________________ (put in jail) the person they think robbed the bank. Robbing a bank is called ____________________ (criminal act). The arrested person will have ____________________ (presentation of the evidence for the prosecution and the defence) before a judge and maybe a jury. If the judge or jury gives ____________________ (finds him/her guilty), the judge will give the person ____________________ (period of time in prison).

(d) Answer the following questions using the underlined words:

(i) What kind of animal can mimic human expressions?

(ii) Tell about a time when you were pooped.

(iii) Are you fussy about putting groceries in a shopping bag? What do you want on the bottom? On the top?

D. Idioms (* means the idiom is separable)

(a) Substitute some of the idioms below for the underlined words in the following paragraph:

Mrs. Miller was fortunate that her house was completely paid for ____________________.

Janet tried to put her children in daycare, but there was no space then ____________________.

Cathy agreed to look after ____________________ them for now ____________________

until there was daycare space. Janet tried to explain to Cathy how she felt about work

experience, but she told ____________________ her in a strange way. Cathy reassured her

that a job would become available ____________________ soon. When Janet saw promising

ads, she telephoned ____________________ the places the next morning. The manager of the

supermarket warned Janet about not working for a period of time ____________________,

because she wouldn't be paid.

come up
take care of
*taking time off**
*paid off**
at the moment
for the time being
put it
in a hurry
*called up**

(b) get/have/take (time) off. Notice that any period of time may be used.
For example, George took a week (an hour, a month) off last year.

Answer the following using the underlined idiom:

(i) Do you ever take time off school?

____

(ii) Do you think workers should have 20 minutes off for a coffee break?

____

(iii) Do you plan to take the summer off or will you come to summer school?

____

(c) How about . . . ? (Also what about . . . ?)
This idiom is usually a suggestion that refers to something already mentioned.
For example, You'll get a day off in the week. How about Wednesday? = I suggest Wednesday as a day off.

Explain what each "How about . . .?" means in the following:

(i) A: What do you want to do after school?
B: Oh, how about going downtown?

____

(ii) A. Let's go out tonight. I don't want to stay home.
B. Alright. How about a movie?

____

(iii) A: What shall we eat tonight?
B: I don't know. How about spaghetti?

____

E. Discussion

Work with a partner or in a group. Discuss the questions below. Try to reach a consensus with your partner or group before you discuss the questions with other groups.

1. Looking for a job.

   (a) Why did Janet want to start work right away? What would she do with some of her pay? Why?

   (b) When Janet phoned about jobs, what did people always ask her? What did she answer? How did they respond?

   (c) What was Janet's big problem about finding a job?

2. A promising ad.

   (a) Describe two things Janet did when she saw promising ads?

   (b) Describe three things about the Save-a-lot Supermarket ad.

   (c) What does bondable mean? What restrictions are there on being bonded? What kinds of workers are usually bonded?

   (d) What does"Call in person" in the ad mean? What can't Janet do?

3. An interview.

   (a) What did Janet tell Mr. Martin about her children? Why was he concerned?

   (b) Describe Janet's working hours and days. What about her uniform?

   (c) What was Janet worried about? What did Mr. Martin tell her?

   (d) What was the manager's advice to Janet? Why did he say that?

4. Working.

   (a) What happened to Ricky and Carla when Janet went to work?

   (b) How much was Janet making in her new job? What would some of her expenses be?

   (c) Describe how Janet felt when she got home after her first day.

   (d) What were two problems Janet had in her new job?

   (e) Do you think Janet will go back to work tomorrow? Why or why not?

   (f) Do you think the Save-a-lot Supermarket is large? Give some evidence.

F. Composition

Write a short story telling about the first job you ever had. Tell what kind of work you did, your hours and pay, what kind of business it was, where it was located, what your boss was like, co-workers you remember, and mostly how you felt about it. Did you enjoy it or hate it? How long did you work there? Would you like to go back? Why or why not?

UNIT 15:

Chance Meeting

By the end of September Janet had got used to working as a cashier in the Save-a-Lot Supermarket. To be sure, her feet were still tired at the end of the long day, but not as tired as they had been when she first started. She also knew the prices of most of the items that customers commonly bought and didn't have to spend so much time running down the aisles checking the tags. With her first paycheque she took her family and her friend Cathy out for dinner. And she sent her mother a postal money order to help pay for her father's expenses in the nursing home where he was living.

Both Ricky and Carla had been accepted in daycare programs. In the baby class there were only six little ones with a teacher who played with the babies, fed and changed them, and took them out into the yard in the afternoons where they could watch the older children riding tricycles and playing in the sandbox. Ricky was one of those older children since he was past two. He loved the nursery, enjoyed playing with other kids his age, reading stories, singing, cutting and pasting pictures to take home to show his parents in the evenings. He was talking in short little two- and three-word sentences.

"See me," he shouted at the young teacher supervising the play-area. "See me, Mar'," he shortened his teacher's name, Mary. "I see you up there on the swing," she called back to him. "I see you, Ricky. Don't go too high, now," she answered him.

Both Janet and Richard took turns doing the housework in the evenings and on Sundays. Richard grumbled a little about taking care of the children on Saturdays, but Janet pointed out to him that she did the same thing every Sunday, so he had one day off, as she did on Wednesdays. Even after paying the daycare centre and sending her mother money, there was some left over that Janet squirreled away in a bank account that earned high daily interest.

Richard joked about Janet's bank account.

Richard: Are you saving for your old age? Planning to trade that little red car in on a Mercedes?

Janet: You just go ahead and laugh, Mr. Richard Jones. You'll see what I'm going to use that money for. All in good time.

Janet was the only cashier on duty at five to six on a Tuesday evening. Suzie had already counted and locked up her money in the store safe for the night. "Oh, hurry up," Janet said silently to the clock. "I'm in a rush to get home." It was Richard's birthday and she wanted to fix a special treat for him. Just then she heard the little bell above the entrance door start to jangle. "Oh no. Wouldn't you know it! Why do these people have to come shopping at six o'clock?" she demanded to no one in particular. "Why can't they come in earlier? We want to go home too."

Janet didn't see who had come in, because just then two or three customers who were still in the store decided to leave and she had to check their purchases. The manager came up to the front to lock the front door. "There's still one guy wandering around down there," he said with a toss of his head to indicate the back of the store. "I'll see if I can hurry him up."

A minute or two later a man walked up to the desk.

Jack: Why, Janet Jones. How nice to see you! Are you working here now?

Before she even looked at him closely, Janet knew who was speaking. It was Jack. Jack Anderson of that long-ago afternoon. Jack who used to work with Richard before they moved to Toronto. Jack who had put his arm around her shoulder in her own living room, and might have done more, if Richard hadn't come along just then. Jack with the dark hair and the deep voice.

She looked up at him:

Janet: Hello, Jack. What're you doing in Toronto?

Jack: *(in a delighted tone of voice)* Ho, you remember me, eh? I moved to the big city about six months ago. I heard you and Richard had come here before. But two and a half million people . . . who'd believe I'd run into you like this? Have you worked here long?

Janet: Almost two months. Just long enough to be used to standing on my feet all day. How about you? Where are you working now?

Jack: Come and have a drink with me. I'll tell you all about it. You're finished work now, aren't you? We can sit in some nice, dark bar with a tall cool one and talk. We never did have our little talk, did we?

Janet: I can't, Jack. Not today, anyway. I have to get home. It's Richard's birthday and . . .

Jack: Oh well. I can understand that. Another time, maybe? I'll drop in again to see you. I live just around the corner. Maybe you can come up for lunch one day. I'll see you, Jan. Real soon, eh?

Jack vanished with a flash of white teeth. "Why did I say that?" Janet scolded herself all the way home. "That 'not today, anyway' bit. Why didn't I just tell him I'm a happily married woman and I don't go out with other men. Hm-m. I wonder if I should tell Richard I met Jack Anderson. No. I think I won't. He doesn't like Jack, and if I tell him Jack lives in the neighborhood, it'll worry him. He'll fret about it. Maybe he'll want me to quit my job, so that I won't see Jack again. No. I'm not going to tell Richard anything. If Jack comes in again, I can handle him."

And so thinking, Janet climbed the stairs to the Joneses apartment, opened the door, and flinging her arms around her Richards, big and small, while baby Carla watched and cooed from her playpen, called out:

Janet: Happy birthday, darling! Happy birthday Jonesy!

STUDENT WORKSHEETS

A. Story Comprehension

Answer the following questions in sentences.

1. Was Janet a better cashier in this story than she was when she started? In what ways?

2. Explain at least three things that happened to Janet's paycheque.

3. Did Ricky enjoy the daycare program? Describe some things he did there. Did he bring things home? What?

4. Describe what happened just before six on Tuesday evening?

5. When Janet met Jack again, how do you think she felt? How did she respond to his invitation?

6. Was Jack concerned when Janet said she had to get home? How do you know? What did he suggest?

7. Why was Janet scolding herself on the way home?

8. What did Janet plan to do if she met Jack again? How do you think she will handle him?

9. What did Janet decide about telling Richard that she had met Jack again? Why did she decide that?

10. Give some suggestions of your own about what you think might happen next.

B. **Grammar.** The past perfect tense.

"Her feet were still tired, but not as tired as they had been . . . ."
Notice that the use of the past perfect tense can show that one event happened before another in time:
for example, I had heard about him before I met him.
After she had walked through the park, she sat on the bench.

OR the past perfect tense can show that one event caused another to occur:
for example, I had dropped my glasses, so they broke.
Because Richard had quit his old job, he found a new one.

(a) Connect the two short sentences below.
- **Put one verb into the past perfect tense to show that the event happened first, or caused the other event to happen.**
- **Use a joining word (after, before, when, etc.)**

For example, The boy threw the baseball. The batter hit the ball.
After the boy had thrown the baseball, the batter hit the ball.

(i) The kettle boiled. My sister made a pot of coffee.

(ii) Joe spoke to his boss. He sat down at his desk.

(iii) Susan took a bath. She read a book.

(iv) The children finished their game. They put away their toys.

(v) The young man went into the bank. He waited in line.

(vi) The cat was hungry. It ate everything on its plate.

(vii) The sun shone warmly in the morning. We went to the beach.

(viii) The car was going too fast. It hit a tree.

(ix) The kids were very noisy. Their mother sent them to their room.

(x) The oven was too hot. The cake burned.

(b) Complete the following with a joining word and a second short sentence.

(i) The weatherman had forecast snow, ______________________________

(ii) My car had had a flat tire, ______________________________

(iii) The old dog had been asleep in the sun, ______________________________

(iv) Richard washed the dishes, ______________________________

(v) Ricky cried loudly, ______________________________

(vi) Jack was very pleased to see Janet, ______________________________

(vii) Janet had said that she should go home, ______________________________

(viii) Jack had invited Janet for a drink, ______________________________

C. Vocabulary

(a) Use some of the list words below in place of the underlined words:

Janet planned to make his special favorite food ________ for Richard's birthday. Just as she was ready to go, the bell began to ring ________. People were coming in for some last-minute items ________. The boss made a movement ________ of his head to show ________ that someone was still in the back. It was Jack who was pleased ________ to see Janet again. When he smiled she saw the gleam ________ of his white teeth. On her way home, Janet reprimanded ________ herself. She was especially angry about the part ________ when she had said, "Not today." She was concerned that Richard would worry ________ about her, but she decided she could manage ________ Jack if she saw him again.

delighted
handle
treat(n)
scolded
safe (noun)
jangle
purchases
fret
indicate
flash(n)
bit(n)
toss(n)

(b) Children's activities. In the nursery, Ricky did many different things. Complete the following sentences:

(i) The children like to hear the teacher reading ________

(ii) In the playground Ricky likes riding ________

(iii) On rainy days the older children were busy cutting ________

(iv) After cutting, they kept busy pasting ________

(v) Sometimes the teachers and children enjoyed singing ________

(c) Mercedes. This is the first part of the complete Mercedes-Benz. It is the name of a very expensive German automobile. As a luxury car, it is a symbol of wealth and status.

Name and describe two or three other consumer goods that are also symbols:

(i) ________

(ii) ________

(iii) ________

(d) tricycles = special cycles for small children. Look at the words below with the prefix tri (pronounced try). What does tri mean? What does each word mean?

triangle ____________________

tripod ____________________

triad ____________________

trident ____________________

triplicate (pronounced trip) ____________________

trio (pronounced tree-o) ____________________

D. Idioms

(a) The following idioms appear in the story. Find and reread them:

to be sure
all in good time
in particular
shrugged his shoulders
take turns
in a rush
run into
all the way
left over
get home
drop in
get / be used to

Use the correct idioms in the following:

(i) It's cloudy today; certainly ____________________ it's not as hot as it was yesterday.

(ii) What time do you usually arrive at home _______________ from school every day?

(iii) She was talking to whoever was there, but to no one especially _______________.

(iv) I met an old friend downtown unexpectedly; I just bumped into (past) _____________ her in the shopping mall.

(v) If you are tired, it's a good idea to change positions _____________________ while driving, so that one person can rest while the other drives.

(vi) After paying all your expenses, there's not much unused ________________ money.

(vii) I hate it when people come without notice _______________; I wish they would call first.

(viii) Jack didn't know the answer, so he made a movement with his shoulders ___________.

(ix) Janet really has two jobs, so she is always in a hurry ____________________.

(x) Summer will arrive eventually _____________________________.

(b) get used to + noun = become accustomed to. For example, I got used to the cold.
be used to + noun = be accustomed to. He is used to the cold.

Complete sentences with get / be used to + noun:

(i) When I first came to Canada, it was hard to get used ___________________________

(ii) Now I am used ____

get / be used to + ing form (gerund)
For example, I got used to wearing a heavy coat in the winter.

Complete sentences using get/be used to + ing form:

(iii) It's difficult to get used ____

(iv) I think I am finally used ____

(c) trade in* = exchange. This idiom can be both noun and verb.

For example, I'd like to trade in my old car for a newer one. (verb)
I'll use my old car as a trade-in on a newer one. (noun)

Have you ever traded something in? What was it? Did you buy a new one?

____

____

____

E. Discussion

Work with a partner or in a group. Discuss the questions below. Try to reach a consensus with your partner or group before you discuss the questions with other groups.

1. September.

   (a) In what ways did Janet get used to her job as a cashier?

   (b) State at least two things Janet did with her paycheque?

   (c) Describe the baby class at the daycare centre where Carla was.

   (d) What did Ricky like to do at daycare?

   (e) How was housework at the Joneses managed? Did Richard like the arrangement? Why not? What did Janet tell him?

2. Tuesday evening.

   (a) Why was Janet in a hurry to get home?

   (b) How did she feel about customers who came in just before six o'clock?

   (c) Who was the last customer in the store? How did Janet know him?

   (d) What had happened involving Jack a long time before?

3. Jack.

   (a) How did Jack feel about meeting Janet again? How do you know?

   (b) What did Jack want Janet to do after work? Why?

   (c) What did Janet tell him? Why do you think she said that?

   (d) What did Jack plan for himself and Janet in the future?

4. Thinking it over.

   (a) What did Janet decide she should have said to Jack, instead of what she really did say?

   (b) Why do you think she didn't say that?

   (c) Is Janet going to tell Richard about meeting Jack? Give some reasons.

   (d) What does Janet think about seeing Jack in the future? What do you think she means by the words, "I can handle him."

   (e) What kind of ending does this story have? Give some evidence.

F. Composition

Write a composition about a birthday party. It can be a birthday party that you attended as a guest, a party for your own birthday, or a party that you organized for someone else. What are some of the customs that people observe at birthday parties? Clothes? Activities? Songs? Food? Feelings?

List of Grammar or Communication Exercises

Unit 1: **must be + conclusion**
"He must be someone I know."

Unit 2: **was/were + verb + ing = continued action**
"Jack was thinking as he sipped his coffee."

Unit 3: **modifiers — noun/verb + y**
"Janet didn't want to live in a boxy apartment."

Unit 4: **persuasion (1)**
Getting someone to do something you want.

Unit 5: **going to + verb = future**
"Ricky's going to be fine."
verb + ing (gerund) as a subject
"Coming to Toronto was the best thing for us to do."

Unit 6: **order of modifiers before a noun**
"Janet wanted to buy the little red car."

Unit 7: **refusal**
Saying no to someone in different ways.

Unit 8: **persuasion (2)**
See unit 4 above.

Unit 9: **denial**
Saying that you haven't done something.

Unit 10: **criticism**
Telling someone you don't like what she or he did.

Unit 11: **introduction**
Meeting different kinds of people
Farewell.
Saying good-bye to different kinds of people.

Unit 12: **apology**
Telling someone you're sorry for something.

Unit 13: **conditional sentence, # 1, present real**
"If we leave him alone, he'll be sitting in your lap soon."
conditional sentence, # 2, present unreal
"I'd probably get lost if you weren't with me."

Unit 14: **understanding help wanted ads**
"Must be bondable."

Unit 15: **had + past participle = past perfect tense**
"Her feet were still tired, but not as tired as they had been."

List of Vocabulary Items Used in Exercises

Unit 1:
blocks
casually
collapsed
cruised
curb
declared
deposited
drenched
duplex
flashed
full-scale
fuss
heading
lift
nap
scanned
shrieking
starving
stroller
trim

Unit 2:
brat
chatting
concentrate
features
gurgling
hollering
plain
relocate
scared
sipped
smoothly
soap opera
spooned
strode

Unit 3:
annoyance
creates
crib
daydream
deliberately
echoes
exhausted
fancy
feverish
flushed
funny
lusty bellow
saucepan
shivered
stacked
stiff
tromped
wail
whimper

Unit 4:
accommodations
bleeding
cot
crossly
emergency
examining
howled
immunization
jabbed
observation
shortly
tissue

Unit 5:
accelerator
brake
gas gauge
gurgling
infection
notice
passenger seat
pedal
pedestrians
permit
practise
regulations
serious
speedometer
steering wheel
stuff
sudden
switch
turn signal
under
windshield

Unit 6:
afford
bargain
bit
compare
features
humid
ignored
insurance
lot
malls
neighborhood
practically
responded
run
sticker
swing
test drive
upholstery
warned
warranty

Unit 7:
abortion
absolutely
annoyed
awkward
brief
comfort
depressed
exclaimed
furious
lab
messy
nowadays
only
opinion
outer
peered
roared
some
suggested
therapeutic
wailed

Unit 8:
anyway(s)
bending
complained
cranky
diapers
fair
maternity
promise
ridiculous
slumped
stated
stomped
tousled
trapped
unattractive
visibly
waved
whizzed

Unit 9:
busybody
cold
couch
disbelief
hoisted
icily
pretend

stammered
stuffed
tallish
volume
wrinkled

Unit 10: affairs
contribution
enormous
established
firm
furiously
honest
merely
please
reevaluate
snowsuit
whirled

Unit 11: applicants
bunch
dialing
guys
jeans
paused
personnel
pretty
receptionist
satisfied
suit
unemployment insurance
what/who/whenever

Unit 12: advice
apologize
astounded
continually
daffodils
expectant
fringe benefits
hardly
howled
hurray
improved
labor pains
melted
pacing
pressed
puzzled
restless
toddlers
tulips

Unit 13: accompanied
canvas
carriage
fit
laundry
lunched
ramp
routine
shade
slide
sticky
teeter-totter

Unit 14: alarmed
arrest
bowling
Catch-22
city-run
conviction
court case
felony
fussy
maintenance
mimic
pension
pooped
promising
qualifications
sentence
shorthand
spot
word processor

Unit 15: bit
delighted
flash
fret
indicate
jangle
manage
Mercedes
nursery
pasting
purchases
scolded
toss
treat
tricycles

List of Idioms Used in Exercises (* indicates that the idiom is separable)

Unit 1:
- at least
- heavier and heavier
- look around
- make a racket
- make out*
- no wonder
- on one's way
- pick up*
- take a look at

Unit 2:
- a bit
- burst into tears
- by yourself
- cut in
- early thirties
- every time you turn around
- had better
- happen to be
- have the air of
- how come
- keep someone company
- or so
- out of sight
- shut up
- some other day
- stick around
- the heck

Unit 3:
- all right
- a million miles from nowhere
- be about to
- can't help it
- get a bang out of
- in despair
- (negative) at all
- never mind
- pass me by
- plenty of
- warm up*

Unit 4:
- all of a sudden
- as a matter of fact
- at last
- back and forth
- by now
- day off*
- get in touch with
- go on
- it would be better
- (negative) know a soul
- once in a while
- run tests
- speak up
- take a seat
- take one's temperature

Unit 5:
- back up*
- can't wait
- every other
- find out*
- in the first place
- just (about) right
- made it
- over a week
- right away
- take (time) off*
- trade places
- what about

Unit 6:
- after all
- by the hour
- come on
- hold on
- I don't care
- look around (2)
- look at
- second-hand
- sick to her stomach
- what's the big idea

Unit 7:
- awhile back
- couldn't believe her ears
- do up*
- find out*
- get going
- good day
- look for
- never mind (2)
- pick (someone) up*
- put on*
- right now
- tired of

Unit 8:
- by then / by that time
- can't stand
- change one's mind
- go shopping
- have no idea
- look forward to
- me neither
- nor have I
- sick of
- wouldn't you know it

Unit 9:
get out
go ahead
I'll bet
in darkness
make out* (2)
make up one's mind
might have known
no thanks to you
run around
what's going on
would rather

Unit 10:
be over
can't help something (2)
get a word in
hang up*
have a seat
it has come to my attention
just then
look into
(negative) at all (2)
no sooner . . . than
out of one's mind
stand up*
take off*
walk out
what for
who do you think you are

Unit 11:
call up*
can (negative) tell
fill out*
get dressed up
hurry up
let some know*
look for (2)
run out of
so on
that's it

Unit 12:
all that
can't stand (2)
does it matter
look after
mind one's (own) business
no hard feelings
no problem
pick out*
take it easy
work one's way up

Unit 13:
as long as
at last
hold on
making do
on duty
on television
point out*
put someone up*
wait up

Unit 14:
at the moment
call up*
come up
for the time being
how about
paid off*
put it
take care of
take time off

Unit 15:
all in good time
all the way
be used to
drop in
get home
get used to
in a rush
in particular
left over
run into
shrugged his shoulder
take turns
to be sure
trade in*